



Eligibility Webinar Script

21st Century Community Learning Centers

Hello. Welcome to the Eligibility and Priority Webinar for the 21st Century Community Learning Centers grant application. The State Department of Education, or commonly known as SDE, is hosting the webinar. I, Andrew Fletcher, the 21st CCLC & Student Engagement Coordinator, will facilitate today's webinar.

The SDE is recording this webinar to upload to the 21st CCLC webpage. If you have any questions, then please type them into the chat box. The SDE will email all questions and responses to those registered for this webinar as FAQs. Furthermore, the SDE will post the FAQs to the 21st CCLC webpage. I encourage you to ask questions as they arise so we can ensure you have the information you need to write a successful grant application.

Our objective today is to ensure all participants understand the eligibility and priority requirements, as well as the process and timeline for the grant application.

Today's Agenda will focus on four main points:

- An introduction and overview of 21st CCLC;
- Eligibility requirements to apply for the grant;
- Competitive priorities; and
- Application process and timeline.

The 21st CCLC program is a federal program authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, or commonly known as ESSA, of 2015.

ESSA replaces and improves legislation passed by No Child Left Behind Act in 2001.

ESSA does bring more flexibility, change, and improvement to the 21st CCLC program. Therefore, if you are familiar with the 21st CCLC program you will discover that some requirements have changed.

The SDE pushes funds received from the US Department of Education out to eligible entities via a competitive grant application process. Typically, we have the resources to fund approximately 35% of applications received.

The SDE has approximately \$1.5 million available for 21st CCLC applications. Applications are five-year grants, which typically range from \$50,000 to \$170,000 each year.

The purpose of 21st CCLC program is to provide out-of-school time activities to students that primarily may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

Furthermore, the purpose of the 21st CCLC program is three fold:

One. Provide opportunities for **academic enrichment**, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

Two. Offer students a broad array of **additional services, programs, and activities**, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, and career and technical programs. Services that are designed to **reinforce and complement the regular academic program** of participating students; and

Three. Offer **families of students** served by community learning centers opportunities for **active and meaningful engagement in their children's education**, including opportunities for literacy and related educational development.

The SDE has created application guidance and supporting documents to assist eligible entities in the application process. Applicants can find the documents on the 21st CCLC webpage under Resource Files, Grant Application, and then Supporting Documents.

All applications submitted enter a two-step review process.

First, the SDE reviews all applications for completeness and eligibility.

Second, the SDE selects peer reviewers to review and rate the applications based on an established scoring rubric to determine the extent to which the application meets the application requirements. The SDE selects peer reviewers based on their expertise in providing effective academic, enrichment, youth development, and related services to children, and does not include any applicant or representative of an applicant that has submitted an application.

In order to be eligible to apply, the entity must be a local educational agency, such as a school district or charter school, a community-based organization, an 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.

It is also important to note, the 21st CCLC program is a reimbursement only program, which means that an entity must have sufficient funds for program operations with the understanding that reimbursements may take up to two months.

In awarding grants under Title IV, Part B, the SDE shall give priorities to applications that are targeting services to students who primarily attend schools with high-need and lack of available services.

Therefore, the SDE established 10 competitive priorities to ensure applicants target those students and schools with the most need.

Furthermore, applications must meet at least 50 competitive priority points to enter the peer review process.

Here are the 10 competitive priorities. I will say each one and then we will provide an example of each priority:

One. School identified on the 2016-2017 Priority & Focus School List.

Two. School is Title I, Part A, Schoolwide Eligible.

Three. Application submitted jointly between by not less than one (1) local educational agency receiving funds under Title I, Part A, and another eligible entity.

Four. School is mid-high poverty, which building is 50% or higher of free or reduced lunch.

Five. School is high poverty, which building is 75% or higher of free or reduced lunch.

Six. School is located in a county below the state average for median household income.

Seven. School proposes to offer 40 hours of summer learning.

Eight. School is not receiving 21st CCLC grant funds for 2018-2019 school year.

Nine. District is not receiving 21st CCLC grant funds for 2018-2019 s.

Ten. School has not received a 21st CCLC grant since 2010.

As I stated, I will now provide an example of each competitive priority.

I will use Wendell School District as an example for competitive priorities.

I will use three target schools: Wendell elementary, middle, and high school.

Competitive Priority 1 is worth 5 points. At least one target school is implementing comprehensive support and improvement activities or targeted support an improvement activities under Sec. 1111(d).

The demonstrated evidence for this priority is the Idaho Priority & Focus School List of 2016-2017.

Again, we use the Idaho Priority & Focus School List of 2016-2017, which is on the supporting documents on the 21st CCLC webpage. We scroll through the list and we see that Wendell Middle School is on the list.

Therefore, the application would receive the 5 points for having one school on the list.

Competitive priority 2 is worth 15 points. At least 75 percent of the target schools are schoolwide eligible to receive funds under Title I, Part A. The demonstrated evidence for this priority is the Title I School Status 2016-2017, according to the CSFGA.

Using the Title I School Status, we will look under school program type. We scroll through the list and we find our Wendell target schools. Two schools are schoolwide and one is not.

Therefore, the application would not receive the schoolwide priority because at least 75% of schools must be schoolwide.

Competitive Priority 3 is worth 20 points. Application is submitted jointly by not less than one LEA receiving funds under Title I, Part A, and another eligible entity. This is a partnership application.

The demonstrated evidence for this priority is a signed Memorandum of Understanding between the two partnerships.

We do have a template for an MOU on the webpage. We will also provide more guidance about partnerships in the Request for Application Workshops.

Competitive Priority 4 is worth 10 points. At least 75 percent of the target schools are mid-high poverty, which means 50 percent or more of the building qualify as low-income.

The demonstrated evidence for this priority is the lunch eligibility data, which is through the Child Nutrition Program. This data is as of April 3, 2017.

Using the Lunch Eligibility Data, we will look under percentage of low income. We scroll through the list and we find our Wendell target schools. Two schools are CEP and one is 44%. CEP is

community eligible provision, which we view as 100 percent. Therefore, two schools meet the requirement but one does not.

Therefore, the application would not receive the mid-high poverty priority because at least 75 percent of schools need to be above 50 percent.

Competitive Priority 5 is worth 5 points. At least 50 percent of the target schools are high poverty, which means 75 percent or more of the building qualify as low-income.

The demonstrated evidence for this priority is the lunch eligibility data, which is through the Child Nutrition Program. This data is as of April 3, 2017.

Again, using the Lunch Eligibility Data, we will look under percentage of low income. We scroll through the list and we find our Wendell target schools. We see two schools meet the requirement but one does not.

Therefore, the application would receive the high poverty priority because at least 50 percent of schools are above 75 percent.

Competitive Priority 6 is worth 5 points. At least one target schools is located in a county below the state average for median household income.

The demonstrated evidence for this priority is the US Census Bureau (2015) Median Household Income.

Using the median household income by county, we scroll through the list and we find our Wendell, which is in Gooding County. Gooding County is below; therefore, the application would receive the median household income points.

Competitive Priority 7 is worth 10 points. At least 50 percent of the target schools propose 40 hours of summer learning.

The demonstrated evidence for this priority is the center operating schedule and objectives, which is within the grant application.

In this example, the application decided that the middle and high schools would operate a summer program but the elementary would not. Therefore, the application would receive the summer learning priority because at least 50 percent of schools propose 40 hours of summer learning.

Competitive Priority 8 is worth 5 points. 100 percent of the target schools are not receiving 21st CCLC grant funds for 2018-2019.

The demonstrated evidence for this priority is the Current or Returning Grantee List.

Using the Current or Returning Grantee List, we will look at the column with 2018-2019. This shows all those schools who are receiving funds next year. We scroll through the list and we find our Wendell target schools. Therefore, one school is not on the list but two schools are on the list.

Therefore, the application would not receive the 2018-19 grant funds criteria.

Competitive Priority 9 is worth 5 points. 100 percent of the target schools within a district are not receiving 21st CCLC funds for 2018-2019. This is different from the previous priority because we are assessing if any of the school buildings within a district are receiving grant funds for the 2018-2019 school year.

The demonstrated evidence for this priority is the Populations Served by District.

Using the populations Served by District, we will look at the column with 2018-2019. This shows all those districts who are receiving funds next year. We scroll through the list and we find our Wendell target schools. Therefore, the application would not receive the 2018-19 grant funds criteria.

The final competitive Priority is worth 10 points. 100 percent of the target schools have not received a 21st CCLC grant within the last 8 years, so from 2010 to 2017. However, applications do have the opportunity to make up these 10 points by demonstrating previous program performance.

The demonstrated evidence for this priority is the Current or Returning Grantee List.

Using the Current or Returning Grantee List, we will look at the column with 2010-2017. This shows all those schools who have received funds within the last eight years. We scroll through the list and we find Wendell target schools. Therefore, one school is not on the list but two schools are on the list.

Therefore, the application would not receive the novice grantee points.

Now looking at the three target schools and each of the competitive priority categories, we can see if the overall application met the requirements.

We tally up the entire yes's in the Met section, which gives us a total of 45 points. Therefore, the application is not be submitted into the peer review process because it does not meet the minimum 50-point requirement.

However, the Wendell application could decide to drop the elementary and middle schools because they are already receiving a previous grant. Therefore, it would meet the 50-point threshold to enter into the peer review process.

Please be aware of the application timeline. Throughout November, the SDE will be doing various workshops to help eligible entities understand the requirements and expectations of the grant.

We request that all letter of intents be submitted by Dec. first to ensure adequate time to gain access to the online application. All letters should be submitted to Camille McCashland, who's contact information is provided at the end of this presentation.

The deadline for the application submission is January 26, 2018 at 6:00 PM MST. We highly encourage applicants to submit prior to this deadline because applications will not be received after this deadline.

The grant awards will be announced in April and funding will begin July 1.

Here is the Request for Application schedule. You can register for a RFA Workshop on the 21st CCLC webpage.

Thank you.

If you have any questions or concerns, then please contact either myself, Andrew Fletcher, or Camille McCashland. Have a great day!