

Welcome to the New York State Education Department informational session on applying for 21st Century Community Learning Center funding. I'm Elizabeth Whipple, the State Coordinator for New York State's 21st Century Learning Centers program. I'm here with Carri Manchester and we'll be sharing information with you to help you prepare your 21st Century Community learning Centers grant application.

If you have questions today, please keep note of them during the webinar. All questions must be sent to 21CRFP@nysed.gov no later than Tuesday, October 11th to be included in the Q&A to be posted on October 26th.

AGENDA

- *Background information*
- *What is required in the new RFP*
 - *New requirements*
 - *Ongoing requirements*
- *Quality programs*
- *Peer Review and Awards*

The agenda for this presentation is as follows: First, we will provide some background about 21st Century programs. Then, we'll talk about application and program requirements. Some are new and others are the same as in previous funding competitions. After looking at the basics of 21st Century programs, we will cover the elements of quality programs and the process of developing meaningful objectives.

Throughout the presentation, the term "21st Century Program" will be used in place of the longer "21st Century Community Learning Centers Program." Similarly, the term "Department" will be used in place of "New York State Education Department."



Let's go over some background information about the 21st Century Program.

THREE COMPONENTS OF ALL 21ST CCLC PROGRAMS

1. *Opportunities for academic enrichment, including tutorial services, to help students meet challenging State academic standards;*
2. *Additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students:*
 - *Youth development; service learning; nutrition & health education; drug & violence prevention; counseling programs; arts & music; physical fitness & wellness; technology education; financial literacy; environmental literacy; mathematics; science; career & technical programs; internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high schools students; and*
3. *Family opportunities for active & meaningful engagement in their children's education, including opportunities for literacy & related educational development*

All centers must offer all three components listed above. Grantees may not meet this requirement by providing one component at a center serving one cohort of students and another component at a different center serving a different cohort of students.

All programs must include the 10 essential elements of quality programs (QSA)

In accordance with legislation, every 21st Century program must have three major components.

The first is academic enrichment. Academic enrichment means activities that supplement, enhance, or reinforce what is learned during the regular school day. Academic enrichment is not a repetition or follow-up drill of the classroom lesson. Study halls and homework help are not academic enrichment. Small group tutoring **would** be considered academic enrichment. Let me repeat that first part. **Study halls and homework help do not constitute academic enrichment.** A simple example of academic enrichment for elementary school might be a cooking activity in which the student measures the ingredients using fractions learned in the math classroom. An example for middle school might be a cultural event to celebrate a country that students are learning about in a social studies class. Service learning is another appropriate enrichment opportunity, involving a community service project that incorporates lessons from the regular classroom curriculum. Service learning may also help meet volunteering requirements at the high school level.

The second component of each 21st Century program involves a variety of additional services, programs, and activities, including Youth development; service learning; nutrition & health education; drug & violence prevention; counseling programs; arts & music; physical fitness & wellness; technology education; financial literacy; environmental literacy; mathematics; science; career & technical programs; internship or apprenticeship programs; and other ties to an in-demand industry sector or occupation for high schools students – these activities encourage students to develop into well-rounded and healthy adults who are contributing members of their community.

The third component of every 21st Century program is the provision of opportunities for families to have active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. For example, families might benefit from workshops on how to support their child's education or periodic check-in calls home to discuss a student's positive contributions to the program. Families may also benefit from instruction in English as a second language, computer skills, financial literacy, or assistance in preparing resumes to look for better jobs. This component should consist of **ongoing** programs and services. Occasional family events are encouraged, but are not sufficient to meet this program requirement.

All centers must offer all three components listed above. Grantees may not meet this requirement by providing one component at a center serving one cohort of students and another component at a different center serving a different cohort of students.

All three components of 21st Century programming should reflect the ten essential elements of quality after school programming that are described in the RFP and are contained in the Quality Self-Assessment Tool, which will be discussed in more detail later in this presentation.

FUNDING ALLOCATIONS

- *Federal funds – ESSA , Title IV, Part B*
 - *Approximately \$86 million for new programs this year*
 - *55% to New York City, with a minimum of three awards per borough where as many applications exist that achieve a passing score before priority points are applied.*
 - *15% to Big Four Cities of Buffalo, Rochester, Syracuse and Yonkers*
 - *30% to Rest of State*

21st Century programs are federally funded by Title 4, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015. This year, approximately 86 million dollars is anticipated to be available to support programming.

The Department administers these funds. It awards funds to all parts of the State by distributing 55 percent of the award money to New York City, 15 percent to the Big Four Cities of Buffalo, Rochester, Syracuse and Yonkers, and 30 percent to the Rest of the State.

This year, each borough in New York City will be guaranteed a minimum of three grant awards where as many applications exist that achieve a passing score before priority points are applied.

FUNDING ALLOCATIONS, CON'T

- *Each Lead Applicant Agency may apply for an annual grant of a minimum of \$50,000 to a maximum of \$1,200,000. Agencies applying for multiple grants will be limited to a maximum annual award of \$1,200,000.*
- *Up to \$1,200,000 set aside for successful for-profit applicants, not awarded by geographic region, with a limit of \$400,000 per for-profit application.*
- *The amount of annual funds requested divided by the number of students served must not exceed an annual amount of \$1,600.*

Each applicant may apply for an annual grant of a minimum of 50,000 dollars to a maximum of 1.2 Million dollars. Agencies applying for multiple grants will be limited to a maximum annual award of 1.2 million dollars.

In addition, 1.2 Million dollars of the available funds are set aside to fund for-profit organizations that apply. Each for-profit application is limited to 400,000 dollars. This amount is not allocated geographically.

The total annual amount of funding requested divided by the number of students served must not exceed \$1,600, meaning the maximum request amount per student is \$1,600.

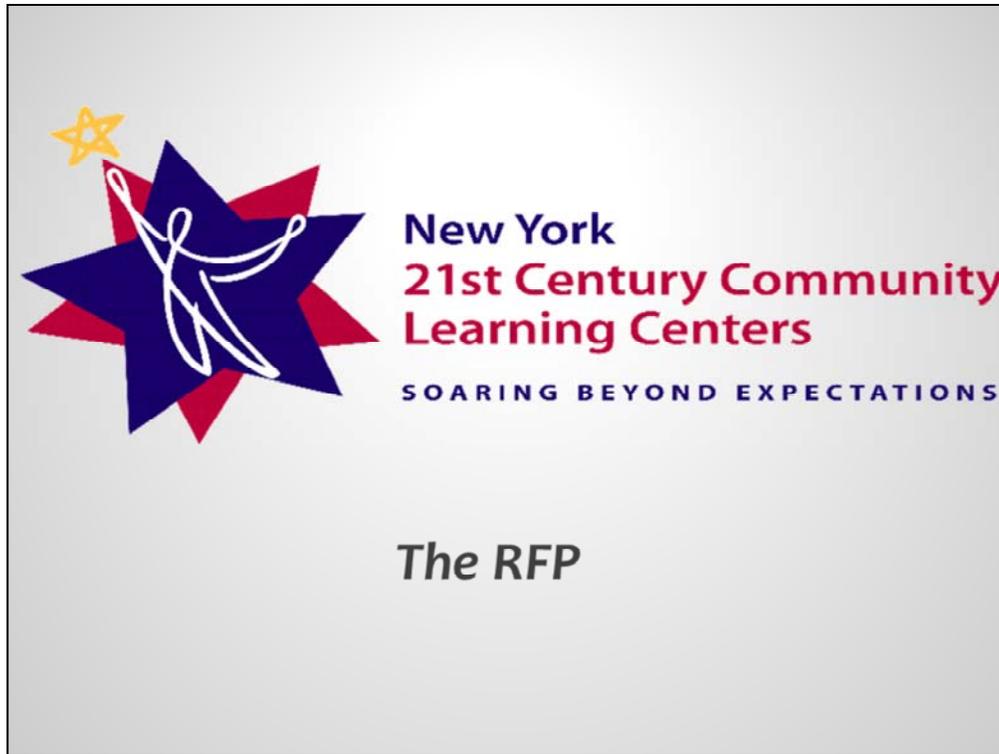
NEW YORK 21ST CCLC

Currently Funded Programs:

- *Round 6: 129 grants*
- *All Round 6 grants will sunset on June 30, 2017*

Over half of the grantee lead agencies in New York are Community Based Organizations.

There are currently 129 21st Century grants operating around the state, totaling 78.4 million dollars. All of these awards will sunset on June 30th, 2017. It should be noted that currently, community-based organizations are the lead agencies for more than half of New York's 21st Century programs, which is higher than in most other states.



Let's talk about the Round 7 Request For Proposal, or RFP.

WHO CAN APPLY FOR FUNDING?

- *LEA's - Public school districts, charter schools, private schools*
- *BOCES*
- *Nonprofit agencies*
- *City or county government agencies*
- *Faith-based organizations*
- *Institutions of higher education*
- *Indian tribes or tribal organizations*
- *For-profit corporations*

Either the LEA or the other agency may be the lead fiscal agent for the program.

Any public or private organization that meets the eligibility requirements can apply for 21st Century funding, including public school districts, charter schools, private schools, BOCES, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations and for-profit corporations.

For the purpose of this RFP, local education agencies (LEAs) are public school districts, charter schools, and private schools. All LEAs must apply in partnership with another agency, which may include BOCES, not-for-profit and for-profit organizations, faith-based organizations, local government agencies and institutions of higher education.

Either the LEA or the partner agency may be the lead applicant, and will also be the fiscal agent responsible for the program.

APPLICATION ELIGIBILITY

FEDERAL PRIORITY

Programs must primarily target students who attend schools that are eligible for Title I school wide programs or schools that serve a high percentage of students receiving free or reduced price lunches (40% free lunch in NYC, or 40% free and reduced lunch in ROS).

At least 2/3 of the students the applicant is proposing to serve must attend a school that meets this criteria.

In order for a 21st Century program application to be eligible for review, it must primarily target students who attend schools that:

- A. Are eligible for Title I school-wide programs; or
- B. Has a free and reduced lunch rate of at least 40%.

If an applicant proposes to serve students from more than one school, at least 2/3 of the students the applicant is proposing to serve must attend a school that meets the criteria.

Additional eligibility options are covered in the next slide.

SCHOOL ELIGIBILITY

Three Ways to Determine Eligibility

- 1. List of eligible schools*
- 2. Feeder pattern option*
- 3. Administrative option*

If you are applying using option 2 or 3, you should upload supporting documentation with your FluidReview application, using the 'Upload Document' feature located to the lower right of your list of required tasks.

How can you find out if a school is eligible for 21st Century funding?

The first way is to look at the lists of eligible schools included within the RFP. Any school on one of the eligibility lists satisfies the criteria. If your school is not on this list, but does have 40% or more of its students eligible for free or reduced price lunches, please submit supporting documentation to 21CRFP@nysed.gov by October 31st, 2016.

Another method to determine if a school building is eligible is the “feeder pattern” option. A middle or high school building can be considered eligible if the elementary or middle schools that feed into it have an average free and reduced lunch rate of at least 40%. This approach cannot be used for high schools in New York City because students may apply to attend any high school in the City.

The administrative option applies to small school districts that have only one building per grade span – for example, one elementary school, one middle school and one high school. If just one of the buildings is eligible, then all of the buildings of the district are considered to be eligible.

If you are applying using the feeder patter or administrative option, you should upload supporting documentation with your FluidReview application, using the 'Upload Document' feature located to the lower right of your list of required tasks.

FUNDING

- *Estimated \$86 million available for Round 7 programs*
- *5 year funding period 7/1/17 – 6/30/22*
- *Annual awards range from \$50,000 to \$1,200,000*
- *Annual funding requested divided by the number of students to be served may not exceed \$1,600*

As previously stated, the Department expects to have approximately 86 million dollars available annually for this round of programs.

Funding will be awarded for 5 years, beginning on July 1st, 2017 and continuing through June 30th, 2022, subject to availability of funds from the United States Department of Education and satisfactory performance of the grantee in the previous year.

Annual awards can range from a minimum of 50,000 dollars to a maximum of 1.2 million dollars, depending on the size and scope of the program and number of children being served.

For this funding competition, the annual funding requested divided by the number of students to be served may not exceed 1,600 dollars. Meaning the maximum request amount per student is \$1,600.

ROUND 7 RFP TIMELINE

| Dates & Deadlines | |
|------------------------|------------------------------------|
| Sept. 26, 2016 | Request for Proposals (RFP) issued |
| Oct. 5, 2016 | Technical Assistance Webinar |
| Oct. 11, 2016 | Questions Due |
| Oct. 26, 2016 | Questions & Answers Posted |
| Oct. 31, 2016 | Notice of Intent Due |
| Nov. 14, 12PM, 2016 | Application due in FluidReview |
| Nov. 14, 2016 | Signature pages due (postmarked) |
| Nov., 2016 –Feb., 2017 | Eligibility & Peer Review |
| April/May, 2017 | Awards Announced (Tentative) |
| July 1, 2017 | Funding & Programs begin |

On this slide you see the timeline for this funding competition.

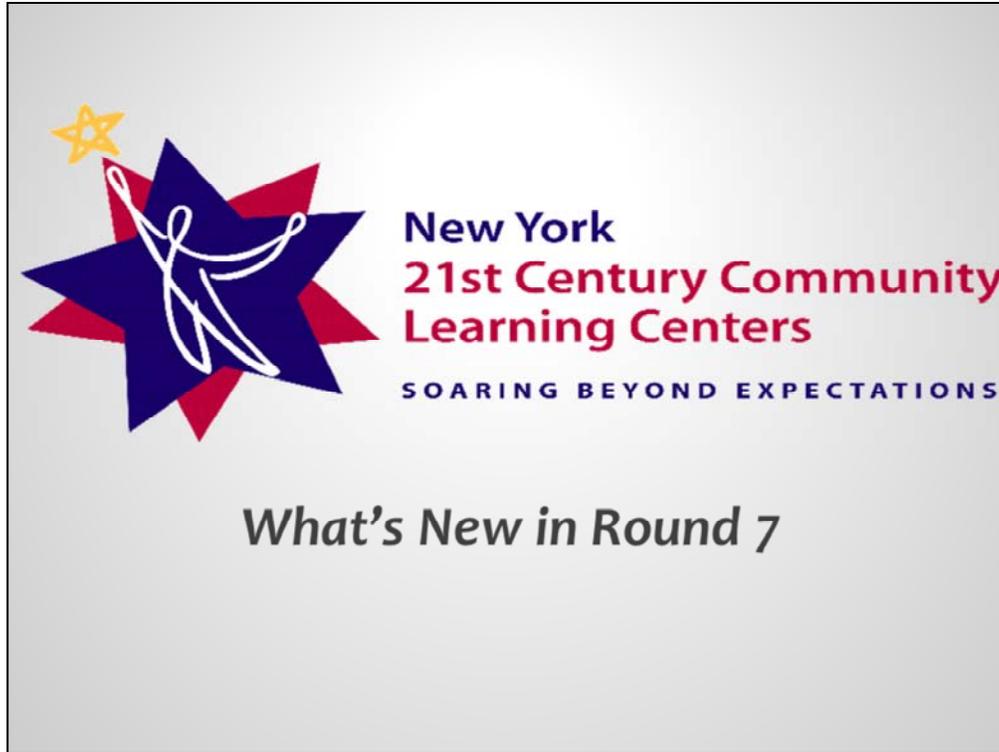
The RFP was released on September 26th, 2016. Proposals are due in the FluidReview Portal by Monday, November 14th, 2016 at 12:00 p.m. **Not** 5:00 p.m. or 3:00p.m., **12:00 p.m. Noon**. Packets containing required forms with original signatures must be postmarked on or before November 14th.

After all applications are received, the Department will screen each one to ensure that the eligibility requirement has been met and to determine which proposals qualify for priority points. These priority points will be explained later in this webinar.

During December and through early February, all eligible applications will be reviewed using an electronic peer review process. We'll talk more about that later as well.

Selected proposals are tentatively scheduled to be announced in April or early May and grant or grant contract preparation will begin.

Funding and programs will begin on July 1, 2017.



Let's take a look at the changes in requirements in this new 21st Century request for proposal.

WHAT'S NEW IN ROUND 7

ESSA Changes

21st CCLC Purpose:

- Inclusion of language to reflect additional services and programs to include service learning, nutrition and health education, financial literacy, environmental literacy, math, science, career and technical programs, internship or apprenticeship opportunities, and other ties to an in-demand industry sector or occupation for high school students designed to reinforce and complement the regular academic program of participating students*
- Inclusion of language emphasizing active and meaningful involvement for families in their children's education*

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, or ESSA, created several changes to Title IV, part B, 21st Century Community Learning Centers.

The language defining the purpose of 21st CCLC was amended to include language reflecting additional services and programs to include service learning, nutrition and health education, financial literacy, environmental literacy, math, science, career and technical programs, internship or apprenticeship opportunities, and other ties to an in-demand industry sector or occupation for high school students designed to reinforce and complement the regular academic program of participating students.

Additionally, language was added to emphasize active and meaningful involvement for families in their children's education.

WHAT'S NEW IN ROUND 7

ESSA Changes

Authorized Activities

New language adds:

- *Emphasis on a well-rounded education*
- *Literacy, including financial and environmental*
- *Programs to support a healthy and active lifestyle*
- *Services for individuals with disabilities*
- *Cultural programs*
- *Parenting skills*
- *STEM*
- *Partnerships with in-demand field of the local workforce/career competencies and readiness*

ESSA also added language expanding authorized activities to explicitly include emphasis on a well-rounded education, financial and environmental literacy, programs to support a healthy and active lifestyle, services for individuals with disabilities, cultural programs, parenting skills, STEM, partnerships with in-demand fields of the local workforce, and career competencies and readiness.

WHAT'S NEW IN ROUND 7

ESSA Changes

Expanded Learning Program Activities

- *Applicants requesting use of funds during the traditional school day must demonstrate an expanded learning program that provides students at least 300 additional program hours before, during, and/or after the traditional school day.*

In the previous round of funding, several applicants opted to apply to use 21st CCLC funds during the school day based on requirements set in New York State's Elementary and Secondary Education Act Waiver. These requirements will be replaced by ESSA requirements in Round 7.

Applicants must demonstrate an expanded learning program that provides students at least 300 additional program hours before, during and/or after the traditional school day.

Expanded learning includes the time that a school expands its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year. Applicants requesting use of 21st CCLC funds during the mandatory school day must demonstrate that the expanded learning program of the school(s) served, inclusive of the proposed 21st CCLC program, will provide students at least 300 additional program hours per year before, during, or after the traditional school day.

Applicants requesting use of funds during the school day will be asked in the Participating Schools Form to provide the 2017-18 number of annual hours of mandatory attendance, the number of hours of expanded learning programs excluding 21st CCLC, and the number of hours of proposed 21st CCLC. Awarded applicants must maintain at least 300 hours of expanded learning beyond the traditional school day throughout the life of the grant to remain eligible to use funds during the mandatory school day.

For the purposes of this RFP, the "traditional" school year is defined as 900 hours of instruction (typically 180 days x 5 hours per day) per year at the elementary level through grade 6, and 990 hours of instruction (180 days x 5.5 hours per day) in grades 7-12.

For the purposes of this RFP, the "mandatory" school day, week or year is defined as the hours of attendance that all students enrolled in the school are required to be present for.

WHAT'S NEW IN ROUND 7

ESSA Changes

Peer Review Process

- *Peer reviewers may not include any applicant, or representative of an applicant, that has submitted an application for the current application period.*

In previous rounds of funding, applicants were able to act as peer reviewers for applicants competing in geographic regions other than their own. ESSA prohibits any applicant, or representative of an applicant, from reviewing application for the current application period.

The Department is currently conducting a national search for qualified individuals with diverse expertise, geographic location, gender, racial and ethnic representation to participate in the peer review process that will be used for the 21st CCLC applications. The most qualified reviewers will be individuals who are familiar with the operation of high quality youth programs in schools and communities.

WHAT'S NEW IN ROUND 7

Mandatory Notice of Intent

- ***DUE October 31st in FluidReview***
- *The New York State Education Department (NYSED) requires all prospective applicants to submit a NOI to ensure a timely and thorough review and rating process. A non-profit applicant's NOI will also help to facilitate timely review of their prequalification materials. The Notice of Intent must be submitted via the FluidReview Portal at: <https://nysed-expandedlearning.fluidreview.com/>. The due date is **October 31, 2016**.*
- ***If a Notice of Intent is not submitted by the due date of October 31, the grant application will not be eligible for review.***

All applicants are required to submit a NOI for each application.

This helps the department to ensure a timely and thorough review and rating process.

A non-profit applicant's NOI will also give the Department an opportunity to review their prequalification materials and reach out to them if necessary.

The Notice of Intent must be submitted via the FluidReview Portal at: <https://nysed-expandedlearning.fluidreview.com/>. The due date is **October 31, 2016**. Once an applicant creates an application in FluidReview, the Notice of Intent will appear as the first task.

If a Notice of Intent is not submitted by the due date of October 31, the grant application will not be eligible for review.

WHAT'S NEW IN ROUND 7

Mandatory Documents

- *Pages 37-38 of the RFP list mandatory and optional forms and documents.*
- ***If ANY mandatory documents are not included in an application, it will be DISQUALIFIED.***
- *Ensure all FluidReview tasks are complete.*
- *For each FluidReview task that requires a document upload, double check that you've uploaded the correct document. Don't lose out because you accidentally uploaded the local deli's menu in place of a budget form.*
- *Check everything a third time.*

Pages 37-38 of the RFP list mandatory and optional forms and documents.

If ANY mandatory documents are not included in an application, it will be DISQUALIFIED.

Ensure all FluidReview tasks are complete.

For each FluidReview task that requires a document upload, double check that you've uploaded the correct document. Don't get disqualified because you accidentally uploaded the budget in place of the narrative.

I cannot stress this enough. Check everything a third time.

WHAT'S NEW IN ROUND 7

Budget Reductions in the Event of Shortfalls in Participation Goals

Grantee will furnish NYSED with a roster of participants served in its program and the hours of participation for each participant as of June 30th in each program. This roster is due by July 15th. For the purposes of this RFP, students must attend the program for a minimum of 30 hours in the program year to be considered a participant.

Note: The federal legislative intent of the 21st Century Community Learning Centers program is that students attend the program for at least 30 days (or 90 hours) each year. Students meeting this threshold are considered "regular attendees" for the purpose of 21st CCLC APR reporting. This is separate from the participant definition established for the purposes of this RFP.

Grantees must furnish NYSED with a roster of participants served in the program and the hours of participation for each participant as of June 30th in each program year. This roster is due by July 15th. For the purposes of this RFP, students must attend the program for a minimum of 30 hours in the program year to be considered a participant. **Let me repeat that. A student must attend for at least 30 hours to be considered a participant.**

30 hours represents approximately 1/3 of the attendance goal you should be setting in a 21st CCLC program. The federal legislative intent of the 21st Century Community Learning Centers program is that students attend the program for at least 30 **days** (or 90 hours) each year. Students meeting this threshold are considered "regular attendees" for the purpose of 21st CCLC APR reporting. This is the federally identified dosage of time determined to be necessary for a student to experience substantial positive impact. This is separate from the participant definition established for the purposes of this RFP.

You should be **planning** to serve every student you enroll for at least 90 hours. It's what 21st CCLC is trying to do. That said, we know this can be challenging, and will consider attendance of at least 30 hours reflective of a sincere effort to serve a student regularly.

Program providers should place particular emphasis on retention to achieve this goal. 21st CCLC is not intended to be a drop-in program. Clear expectations for attendance should be developed. Budgets should be developed with a realistic view of the number of students the applicant will serve on a regular basis.

WHAT'S NEW IN ROUND 7

Budget Reductions in the Event of Shortfalls in Participation Goals

Non-Profit

- In grant years **two through five**, if less than 95% of the student **participation target** set forth in the 2017-2018 application's Participating Schools Form and reflected in the Composite Budget has met the **minimum threshold of at least 30 hours to be considered a participant** for the purposes of this RFP, the grantee's budget will be proportionately reduced by the amount of the percentage deficiency.

For Non-Profits, who make up the majority of grantees, if less than 95% of the student **participation target** set forth in the 2017-2018 application's Participating Schools Form and reflected in the Composite Budget has met the minimum threshold of at least 30 hours to be considered a participant for the purposes of this RFP, the grantee's budget will be proportionately reduced by the amount of the percentage deficiency.

For example, if 94% of the projected participants have attended 30 hours or more, the grantees budget will be reduced by 1% in the year of the deficiency.

In the event of a shortfall in participation goals, grantees will be required to submit a budget amendment (FS10A) to indicate from which budget categories the reduction will be taken. The Final expenditure Report (FS10F) will then need to reflect this reduced budget amount when it is submitted by September 30 following each program year.

This budget reduction will affect the fiscal year for which the attendance was reported, **not** the subsequent year. The following year's budget amount will return to the original annual grant award. **There will be no fiscal impact in year one.**

WHAT'S NEW IN ROUND 7

Budget Reductions in the Event of Shortfalls in Participation Goals

For-Profit

- *In grant years **one through five**, if less than 95% of the student **participation target** set forth in the 2017-2018 application's Participating Schools Form and reflected in the Composite Budget has met the **minimum threshold of at least 30 hours to be considered a participant** for the purposes of this RFP, the grantee's budget will be proportionately reduced by the amount of the percentage deficiency.*

For For-Profits, if less than 95% of the student **participation target** set forth in the 2017-2018 application's Participating Schools Form and reflected in the Composite Budget has met the minimum threshold of at least 30 hours to be considered a participant for the purposes of this RFP, the grantee's budget will be proportionately reduced by the amount of the percentage deficiency.

For example, if 94% of the projected participants have attended 30 hours or more, the grantees budget will be reduced by 1% in the year of the deficiency.

In the event of a shortfall in participation goals, grantees will be required to submit a budget amendment (FS10A) to indicate from which budget categories the reduction will be taken. The Final expenditure Report (FS10F) will then need to reflect this reduced budget amount when it is submitted by September 30 following each program year.

This budget reduction will affect the fiscal year for which the attendance was reported, **not** the subsequent year. The following year's budget amount will return to the original annual grant award. **Fiscal impact will begin in year one for for-profit awardees.**

WHAT'S NEW IN ROUND 7

Budget Reductions in the Event of Shortfalls in Participation Goals

- *Recap*
 - *Students must attend for a minimum of 30 hours to be counted as participants for the purposes of this RFP.*
 - *Program planning should emphasize retention and regular attendance.*
 - *Applicants should be realistic in determining the target numbers of students to be served.*
 - ***Plan accordingly!***

Let's just review that piece before we move on.

21st CCLC is based on research that indicates students must receive a critical dosage of program time in order to see positive impacts. That dosage is determined to be a minimum of 90 hours, or 30 3-hour days. This means 21st CCLC programs should be focused on providing consistent services to the children they serve with clear expectations for regular attendance, and should not operate as drop-in programs.

You must serve at least 95% of your target students to be served for a minimum of 30 hours per year to receive your full grant award.

Non-profit awardees will be held to this standard in grant years 2-5.

For-profit awardees will be held to this standard in all 5 grant years.

Plan accordingly. Be realistic in the number of students you can expect to serve. Have a plan for retention.

WHAT'S NEW IN ROUND 7

Vendor Prequalification

- Not-for-profits are required to register in the Grants Gateway and complete the Vendor Prequalification process in order for proposals to be evaluated. Information on these initiatives can be found on the Grants Reform Website (<http://www.grantsreform.ny.gov/>).
- Additional details and instructions are provided on pages 25-26 of the RFP.
- **Proposals received from not-for-profit applicants that have not Registered and are not Prequalified in the Grants Gateway by 5:00pm on the proposal due date of on November 14, 2016, cannot be evaluated. Such proposals will be disqualified from further consideration.**

Not-for-profit applicants must register in the Grants Gateway and complete the Vendor Prequalification process in order for proposals to be evaluated.

Additional details and instructions are provided on pages 25-26 of the RFP.

Proposals received from not-for-profit applicants that have not Registered and are not Prequalified in the Grants Gateway by 5:00pm on the proposal due date of on November 14, 2016, will be disqualified.

Do not assume you are registered. Confirm it.

WHAT'S NEW IN ROUND 7

Minority and Women-Owned Business Enterprise (M/WBE)

- *All applicants are required to comply with NYSED's M/WBE policy. Full participation by meeting or exceeding the M/WBE participation goal for this grant is preferred.*
- *M/WBE participation includes services, materials, or supplies purchased from minority and women-owned firms certified with the NYS Division of Minority and Women Business Development.*
- *The M/WBE participation goal for this grant is 30% of each applicant's total discretionary non-personal service budget over the entire term of the grant.*
- *Additional instructions are available on pages 29-31 of the RFP.*

All applicants are required to comply with NYSED's Minority and Women-Owned Business Enterprises (M/WBE) policy. Compliance can be achieved by one of the three methods described below. Full participation by meeting or exceeding the M/WBE participation goal for this grant is the preferred method.

M/WBE participation includes services, materials, or supplies purchased from minority and women-owned firms certified with the NYS Division of Minority and Women Business Development. Not-for-profit agencies are not eligible for this certification. For additional information and a listing of currently certified M/WBEs, see pages 29-31 of the RFP.

The M/WBE participation goal for this grant is 30% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits; and rent, lease, utilities and indirect costs.

FUNDING PRIORITIES

3 Priority Points will be applied to applications proposing to serve:

- **Priority Schools, including Struggling and Persistently Struggling Schools** (Identified on the Feb. 26, 2016 list)
- **Focus Schools** (Identified on the Feb. 26, 2016 list)
- **High Need Rural Schools** (Category 4 on the Need/Resource Capacity Index)
- **Persistently Dangerous Schools** (Appearing on the 2016-17 Persistently Dangerous List)
- **Limited English Proficiency Student Percentage of 5% or more** (Three-year average)

If an application proposes to serve students in more than one school, at least 2/3 of the students served must attend a school on one of the competition priority lists above to be eligible for priority points.

Now for Funding Priorities:

In this round of funding, schools will receive 3 priority points if they fall into one or more of the following categories:

- Priority Schools, including Struggling and Persistently Struggling Schools, and Focus Schools, as identified in the February 26, 2016 listing;
- High Need Rural Schools, as identified as Category 4 on the Needs Resource Capacity Index;
- Schools designated Persistently Dangerous for 2016-17; and
- Schools in which the respective three-year average Limited English Proficiency student percentage per student enrollment of the school is equal to or greater than 5%.

Lists of qualifying schools for all of these categories are linked on page 11 of the. Schools appearing on multiple lists will not receive additional points.

If an application proposes to serve students in more than one school, at least 2/3 of the students served must attend a school on one of the competition priority lists above for the application to be eligible for priority points.

ONGOING REQUIREMENTS (WHAT'S NOT NEW)

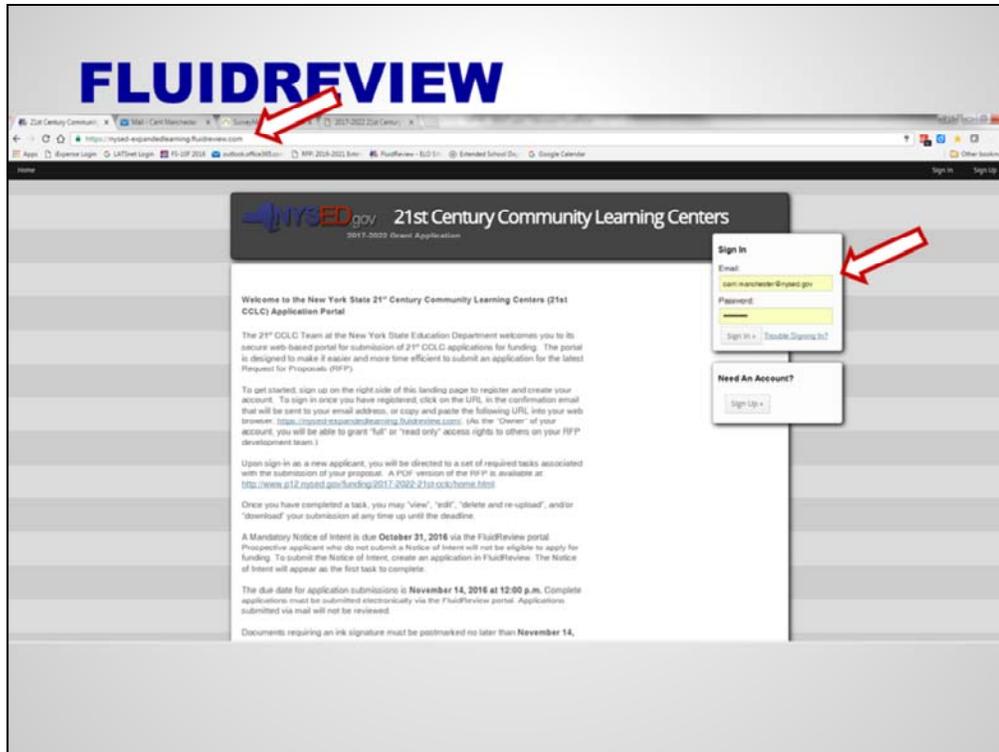
Submission of Proposals

- *Electronic Submission through FluidReview (formerly ReviewRoom)*
- *In addition, mailed signed originals of:*
 - *Application Cover Page*
 - *FS-10 Budget*
 - *Payee ID Form, if required*

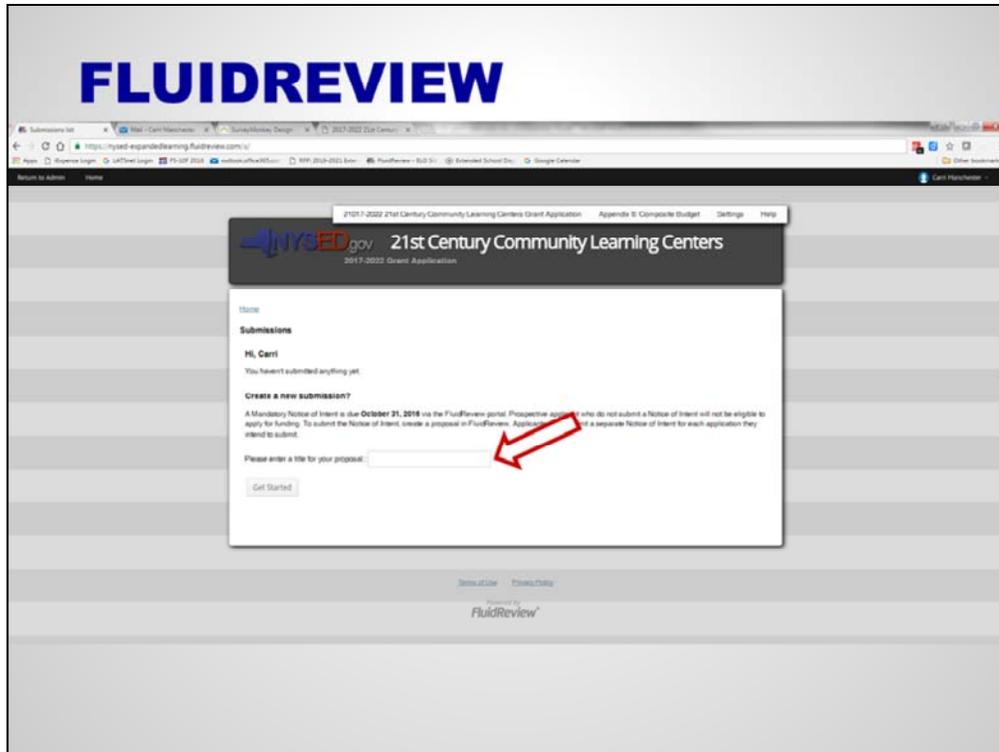
*Contact FluidReview for Technical Questions
(Not NYSED)
support@fluidreview.com*

For this funding competition, applicants are to submit proposals electronically, through the FluidReview portal. (Formerly ReviewRoom) FluidReview is an online application submission system. In addition to the electronic submission that is due no later than November 14th, 2016 at 12:00 pm, a packet with original signatures of the key documents listed on the slide must be mailed to the Department with a postmark date of no later than November 14th, 2016.

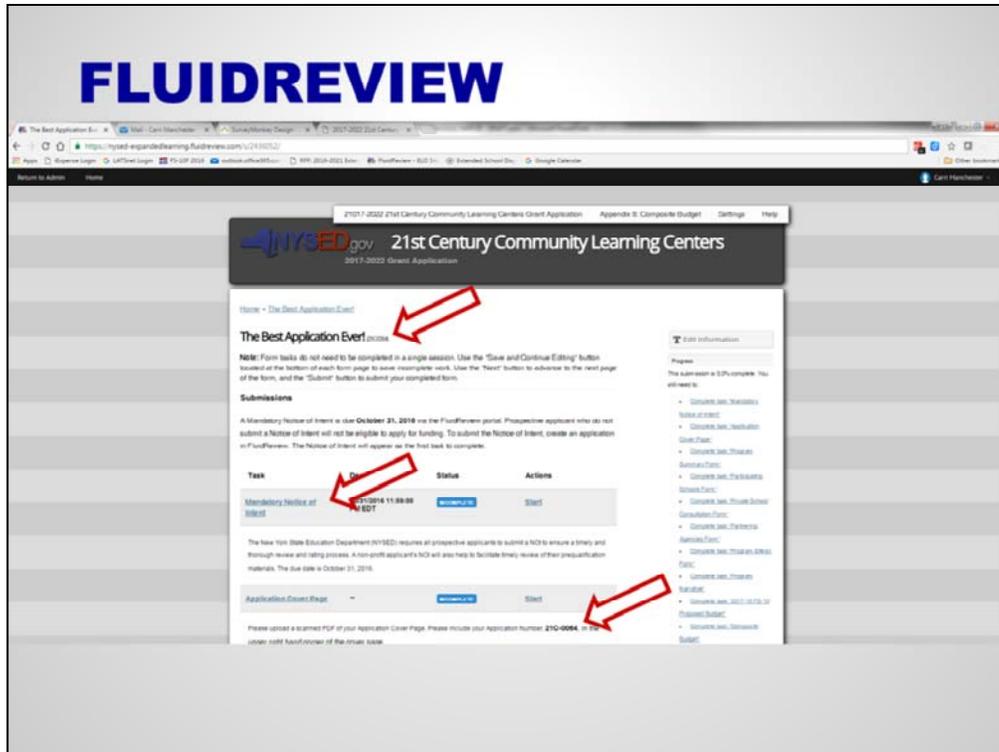
Detailed instructions for the application submission are on page 35 of the RFP. Technical questions regarding the electronic submission of the RFP through the FluidReview portal should **not** be sent to the Department. Those questions should be directed to support@FluidReview.com.



To get started using FluidReview, read the landing page, then sign up on the right to register and create your account. To sign in once you have registered, click on the URL in the confirmation email that will be sent to your email address, or copy and paste it into your web browser.

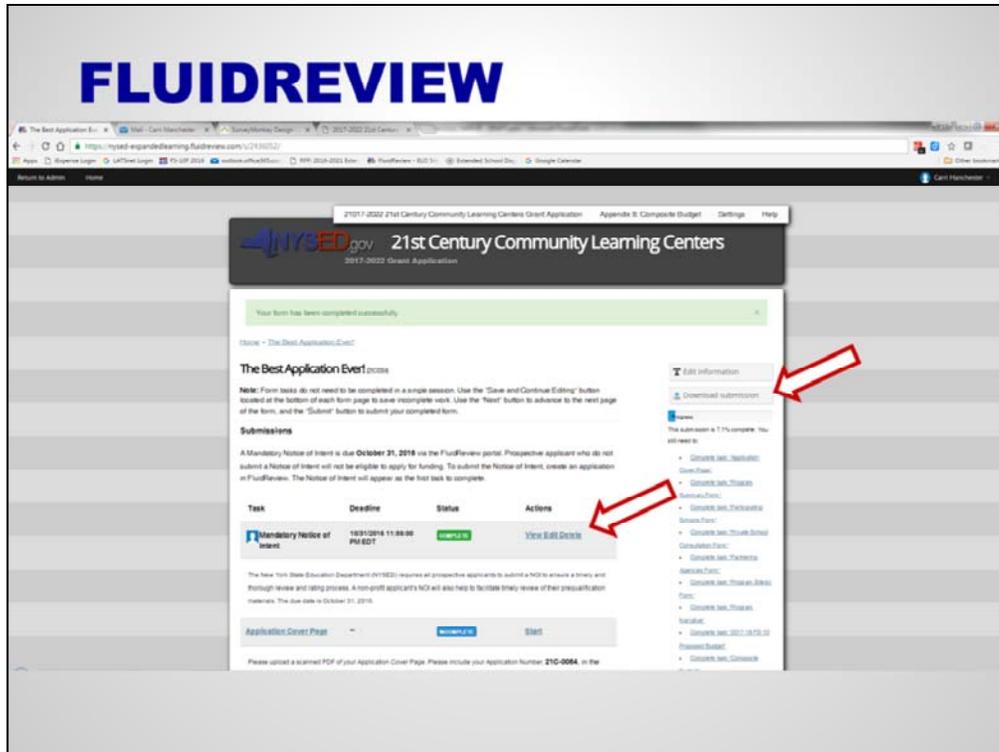


Upon sign-in as a new applicant, you'll be prompted to create a title for your submission. If you're submitting multiple applications, we suggest using a unique identifying title, e.g. one that includes the name of the school served to avoid the possibility of confusion. Once you've created a name for your submission, you'll be able to access a list of tasks required for submission, or create additional submissions.

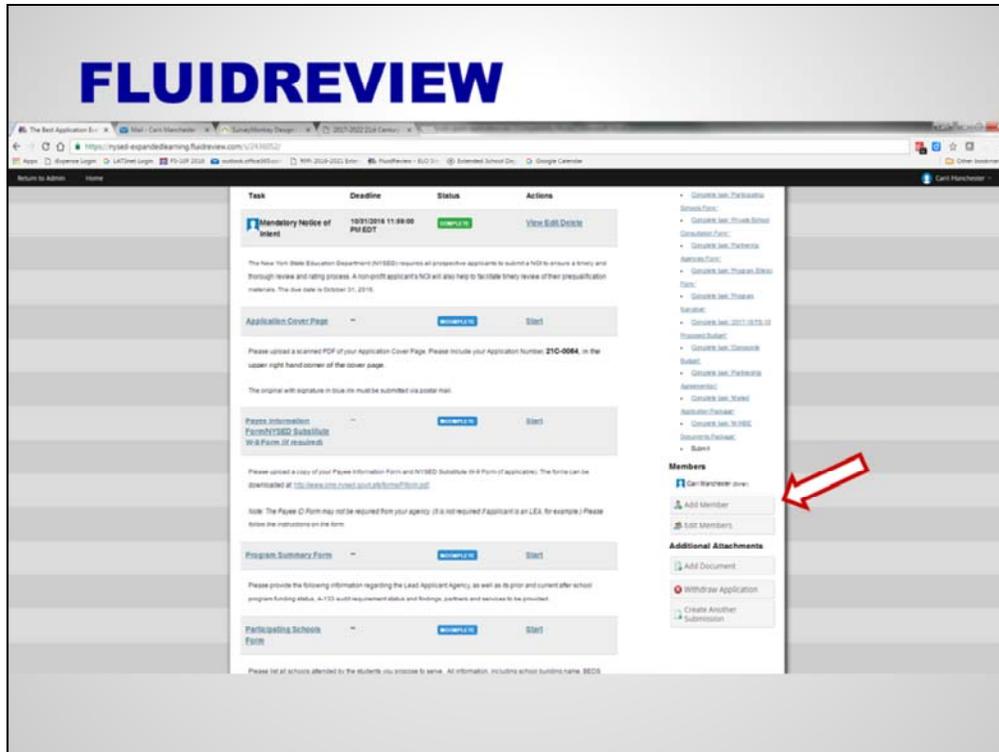


Make sure to complete a Notice of Intent by October 31st, 2016 for each application you intend to submit. Prospective applicant who do not submit a Notice of Intent will not be eligible to apply for funding. To submit the Notice of Intent, create an application in FluidReview. The Notice of Intent will appear as the first task to complete.

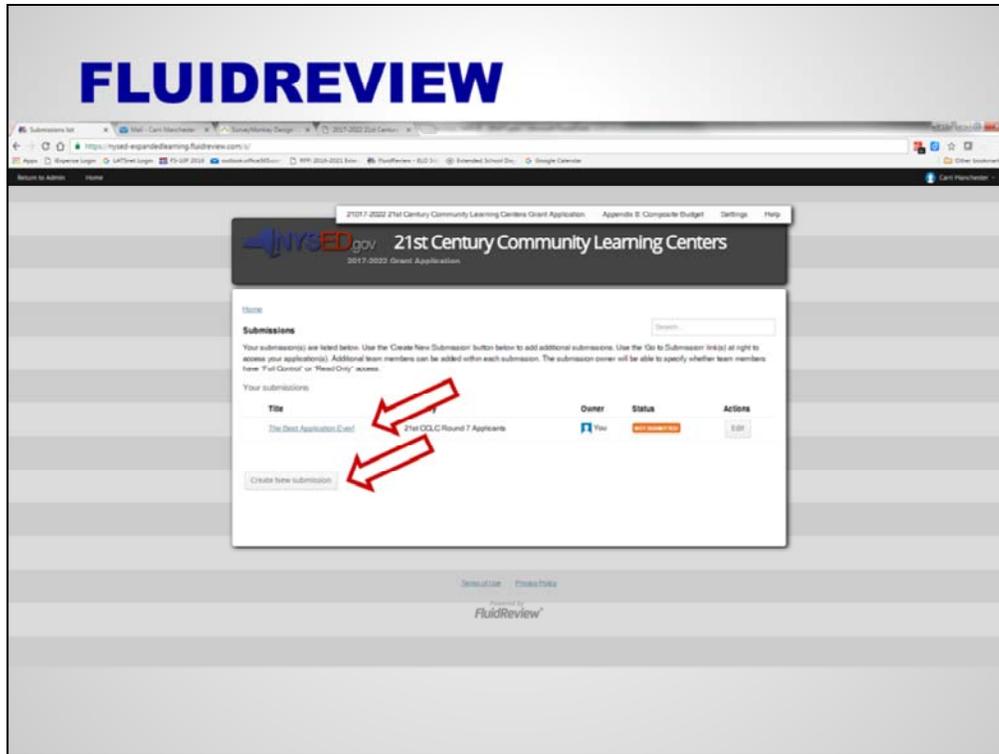
Your Fluid-Review-assigned application number appears after the submission name as well as in the description for the Cover Page task. Be sure to include this number on your Cover Page. This helps department staff more efficiently ensure that hard copy documents are associated with the correct FluidReview applications. This is especially important if your agency is submitting multiple applications.



Once you have completed each task, you may “view”, “edit”, “delete”, and/or “download” your submission at any time up until the deadline.



To the lower right of the task list, you'll find options for adding additional members to your proposal development team, to add documents, and to create additional submissions. Note that the add document feature should **ONLY** be used to provide supporting documentation for schools seeking eligibility under the feeder pattern or administrative options. Unrequested documents will not be reviewed.



The next time you log in, you'll see a list of your applications. You may also create additional submissions from this page.

ONGOING REQUIREMENTS (WHAT'S NOT NEW)

- *The due date for application submissions is **November 14, 2016 at 12:00 p.m. Noon. No later.** Complete applications must be submitted electronically via the FluidReview portal. Applications submitted via mail will not be reviewed.*
- *Documents requiring an ink signature must be postmarked no later than **November 14, 2016** and sent to:*
*New York State Education Department
Grants Management
89 Washington Avenue
Room 481 EBA
Attn: 2017-2022 21st CCLC Grant Application
Albany, NY 12234*
- *Hand delivered submissions will not be accepted!*

The due date for application submissions is **November 14, 2016 at 12:00 p.m. Noon. No later.** Complete applications must be submitted electronically via the FluidReview portal. Applications submitted via mail will not be reviewed.

Documents requiring an ink signature must be postmarked no later than **November 14, 2016** and sent to the address listed on the slide.

Hand delivered submissions will not be accepted.

ONGOING REQUIREMENTS (WHAT'S NOT NEW)

Tips for a Successful FluidReview Submission

- *Start early. Don't wait!*
- *Double and triple check all of your tasks before you submit. Make sure the correct documents were uploaded to the correct task.*
- *You cannot access the submit task until you complete all other required tasks.*
- *You cannot submit if you did not complete the Notice of Intent by the October 31st deadline*
- *Include your FluidReview application number on your Cover Page.*
- *Only the Cover Page, FS-10 budget and three copies, and Payee Identification Form (if required) should be sent in hard copy.*
- *Questions regarding the electronic submission of the RFP through the FluidReview portal should be directed to support@fluidreview.com. Please copy 21CRFP@nysed.gov on any communications with FluidReview regarding technical difficulties.*

We have a few tips to share to help you achieve a successful FluidReview submission

Start early. Don't wait! It takes time to complete all the tasks in FluidReview. You can't do it well and still have time to check your work if you wait until the week before it is due.

Double and triple check all of your tasks before you submit. Make sure the correct documents were uploaded to the correct task. Don't get disqualified for accidentally uploading the wrong document.

You cannot access the submit task until you complete all other required tasks.

You cannot access the submit task if you did not complete the Notice of Intent by the October 31st deadline.

Include your FluidReview application number on your Cover Page

Only the Cover Page, FS-10 budget and three copies, and Payee Identification Form (if required) should be sent in hard copy.

LINKING WITH THE SCHOOL DAY

- *Align and coordinate with regular school day curriculum and teachers*
- *Incorporate NYS Standards*
- *Utilize the Department's Social Emotional Development and Learning Guidelines*
- *Support school and district goals*

21st Century programs have always embodied connections with the school day and support of student's readiness to learn. Round 7 applicants must plan, describe and implement 21st Century program activities that will be even more clearly aligned and coordinated with the regular school day and school day teachers, Learning Standards, and the Guidelines for Social and Emotional Development and Learning. All programs must offer program activities that support school and district goals.

USE OF TIME TO EXPAND LEARNING

21st Century programs may operate:

- *Before school*
- *After school*
- *Weekends*
- *Holidays*
- *Summers*
- *And/Or during school to extend the regular school day*

Expanded learning time may include the time that a school extends its normal school day, week, or year to provide additional instruction or educational programs

Multiple program options may be used by recipients of 21st CCLC funding, including; before school, after school, weekends, holidays or summer recess. As we discussed earlier, program funds may also be used to expand learning time to provide activities within the school day in schools implementing an expanded learning time program that provides students with at least 300 additional program hours per year before, during, or after the traditional school day, week or year.

Applicants requesting use of 21st CCLC funds during the mandatory school day must demonstrate that the expanded learning program of the school served, inclusive of the proposed 21st CCLC program, will provide students at least 300 additional program hours per year before, during, or after the traditional school day.

No matter what design a program chooses to implement, all programs must be implemented through a partnership that includes at least one school and at least one community organization with demonstrated records of success in designing and implementing before school, after school, summer learning, and/or expanded learning time activities.

The parameters for using funds during the school day are clearly outlined throughout the RFP and must be adhered to.

EVALUATION REPORTING REQUIREMENTS

- *As Per the Evaluation Manual*
 - Evaluability – as a first step, your evaluator will assess whether your program is ready to be evaluated. Are all the preconditions and capacities in place to fully implement a high quality program?
 - Implementation/Formative Evaluation - measuring the implementation fidelity - Are you implementing your program according to your grant proposal, e.g. activities, target populations, etc.
 - Impact/Outcome Evaluation – measuring results - Answering the questions, “What difference did the program make?” “Was the program successful in meeting its objectives?”

All 21st Century grantees are required to hire an independent evaluator who will assist in supporting high quality programming, which in turn helps to ensure a high probability of positive student academic, social-emotional and behavioral outcomes. Round 7 program evaluators are required to use The Evaluation Manual, which contains a roadmap for evaluation that will assist in measuring program outcomes. Evaluation must include:

Evaluability – as a first step, your evaluator will assess whether your program is ready to be evaluated. Are all the preconditions and capacities in place to fully implement a high quality program?

This is a critical point of contact in ensuring program success from the very beginning stages.

Implementation/Formative Evaluation – measuring the implementation fidelity - Are you implementing your program according to your grant proposal, e.g. activities, target populations, etc.

Impact/Outcome Evaluation - measuring results - Answering the questions, “What difference did the program make?” “Was the program successful in meeting its objectives?”

Round 7 program evaluators must, at a minimum, use the reporting tools and schedule which are detailed in the Evaluation Manual. The manual is located in the Resources for Applicants web page of the FluidReview submission portal for the RFP.

ONGOING REQUIREMENTS (WHAT'S NOT NEW)

- *Taking Attendance by Activity*
- *Documenting use of time during the school day*
- *Tracking costs allocated to the program*

Evaluation and research data has shown that the longer students attend a 21st Century program, the more likely they are to achieve academic success. Round 7 Programs must provide a plan for keeping individual student attendance by time in each activity, in order to meet or exceed the legislative intent of a minimum of 90 hours per year (to equal 30 days per year at three hours per day), and to provide data that will more accurately reflect achievement.

Applicants requesting 21st CCLC program funding during the mandatory school day must document procedures for monitoring 21st CCLC program attendance during the school day.

Programs must have a documented system for tracking program costs that are specifically allocated for the 21st Century program, including funds spent during school hours. Schools may not use these dollars to supplant school day staffing and/or activities.

ONGOING REQUIREMENTS (WHAT'S NOT NEW)

- *Private School Consultation*
- *Partnership agreements*
- *Partner v. Vendor*
- *SACC Registration*
- *Quality Self-Assessment Tool (QSA) – 2x/year*
www.nysan.org
- *Department Consortium Policy*

Many of the application requirements remain the same.

If private schools are in the area to be served by your proposal, you must contact them to determine their interest in sending their students to participate in your program. If a private school accepts your offer to participate, by all means include them in planning the program and encourage in-kind contributions. However, you are not required to tailor your program to meet the private school's needs. A private school consultation form is included in the RFP.

Partnership agreements between the applicant and its partners are required. Partnership agreements clearly define the role and responsibilities of each of the partners. Certain roles and responsibilities listed on the Sample Partnership Agreement in this RFP are required, and in addition, partners should add customized details specific to the program they are offering.

We often receive questions about whether an organization is a partner or a vendor. A partner is an organization that is active in the planning and implementation of the 21st Century Program. The partner has specific responsibilities for the program. A vendor, however, would provide a product or service such as a series of dance lessons, but would have no other input or responsibility.

School Age Child Care Registration may be required for your program. More information on this requirement will come later in the presentation.

The Program Quality Self-Assessment Tool, or QSA, must be used twice each year. More details about the QSA will be presented later as well.

We'll also discuss the Department's Consortium policy in more detail.

SCHOOL AGE CHILD CARE (SACC) LICENSING

- *Required for CBOs, colleges and universities, and municipalities*
- *Proposes to serve seven or more children under the age of 13*
- *Provision applies to after-school programs whether operated in schools or community locations.*
- *The Office of Children and Family Services (OCFS) Regulation 18 NYCRR Part 414*
- *Contact OCFS Bureau of Early Childhood Services for registration information*

The following information will help clarify who needs to obtain School-Age Child Care, or SACC licensing in order to run a 21st Century program, and to provide the safest environment possible for the children you propose to serve.

If the lead applicant proposes to serve *only children ages 13 and older*, it is not required to obtain a SACC license. The applicant must work with its partnering school(s) to ensure the safety and health of all participants, including reasonable staff-to-student ratios and background clearances for staff.

If the lead applicant is a community organization, college or university, municipality or other eligible entity, **OR** if the applicant is an LEA intending to provide services at a location other than the school building, and proposes to serve *seven or more children under the age of 13* beyond school hours, whether in a school building or other location, the applicant must obtain School-Age Child Care (SACC) registration in accordance with New York State Office of Children and Family Services (OCFS) Regulations at 18 NYCRR Part 414.

If the community partner is working with the LEA in the school building **during mandatory school hours**, a SACC license is not required during that time.

Applicants selected for funding must submit a copy of the SACC license before the full 21st CCLC program can begin operation. If available, applicants are strongly encouraged to upload a current SACC license or OCFS confirmation of receipt of application with their 21st CCLC proposal. A valid SACC license must be submitted to NYSED no later than 90 days after notification of tentative award. Applicants that fail to meet this deadline waive their right to interest payments under the Prompt Contracting Law.

Additional detail is provided on pages 17-18 of the RFP.

CONSORTIUM POLICY

- *Organizations can form a consortium to apply in partnership for 21st Century funding.*
- *Only one can serve as the official applicant and fiscal agent.*
- *Specific, written partnership agreements among all partners.*

The Department's Consortium Policy applies to organizations that form a consortium to apply in partnership for 21st Century funding.

The 21st Century grant requires the creation of a partnership, which may constitute a consortium.

- Although a consortium is established, only one of the consortium members may serve as the official applicant and fiscal agent.
- The partnership agreements discussed earlier are required for each member of the consortium.

CONSORTIUM POLICY, CONT.

- *The applicant/fiscal agent must be an active partner (except for SUNY/CUNY Research Foundations) and must provide 15% direct service*
- *It cannot serve as a mechanism to pass grant funds through to other recipients.*
- *It cannot sub-grant funds to other partners unless the fiscal agent cannot provide the services itself.*
- *It is responsible for services provided by the partners, and*
- *It must coordinate the plan for the provision of those services.*

The main points to remember about the consortium policy are:

The applicant/fiscal agent must be an active partner in the consortium – that is, it cannot serve only as a mechanism to pass grant funds through to other partners. The lead fiscal agent must provide direct service to youth and families in the program in the minimum amount of 15% of the total annual grant award. Direct services can include teachers, activity leaders, the provision of specific activities for students and families, site rental, school usage fees, etc. Purchased services are not provided by the lead fiscal agent and are therefore not considered direct services.

The fiscal agent cannot sub-grant funds to other partners unless the fiscal agent cannot provide the services itself.

Finally, the fiscal agent is responsible for the services provided by the other partners, and must coordinate the plan for the provision of those services.

PREPARING THE BUDGET

- *Use FS-10 Budget Form*
- *Costs are to be adequate and reasonable*
- *Transportation costs are allowable*
- *Nutrition costs are not allowed*
- *If equipment has a unit cost of \$5,000 or less, place it in "Supplies and Materials"*
- *No budget narrative*
- *Composite Budget*

All proposed budgets for the 21st CCLC program are to be prepared on an FS-10 form. The link to the form, as well as to the Department's fiscal guidelines, is available in the RFP. Remember that the FS-10 must be mailed and bear the original signature of the Chief Administrative Officer of the lead fiscal agent. The Department's fiscal forms were updated to include a mandatory certification statement in 2015. Please be sure to download and use the most recent version of the form.

Costs for your 21st CCLC proposal should be adequate and reasonable. Costs will vary according to geographic area, as well as from proposal to proposal. Most importantly, costs should be adequate to provide quality programming, and be reasonable within the context of your organization and community.

Transportation costs are allowable, including busing or other forms of public transportation such as the use of Metro cards in New York City, and/or field trips.

Funding for nutritional services must be obtained from sources other than 21st Century, but applicants are strongly encouraged to provide children with a healthy snack as part of a comprehensive program. Many schools will be eligible to receive funds through the United States Department of Agriculture (USDA) Food and Nutrition Service for after school snacks, and in some cases, to provide meals. A link to nutrition resources is available on page 19 of the RFP.

Items with a unit cost under \$5000 are considered to be Supplies and Materials. Incentives, rewards and awards for students are not allowed. For an item to be considered as Equipment, it must have a unit cost of at least \$5,000.

A budget narrative is no longer a part of the budget or proposal for funding. The program narrative should include more detail so that the budget is understandable to the reviewer.

A summary Composite Budget is also required. It will reflect a summary of the budget categories on the FS-10 and the total number of children the applicant proposes to serve, resulting in a total cost per child. If the cost per student is over 1,600 dollars, the application will not be reviewed. It is certainly allowable to have a cost per student of less than 1,600 dollars.

BUDGET RESTRICTIONS

No more than:

- *10% for administrative costs (including Indirect Costs)*
- *5% for planning and professional development*
- *8% for Evaluation*
- *Lead fiscal agent must provide 15% direct service*

The goal of every 21st Century program should be to spend the vast majority of funds to provide direct programming for students and families.

In this grant, no more than 10 percent of the total annual award may be used for administrative costs, inclusive of Indirect Costs, for school or agency administrative or support staff who do not provide direct service to participants, such as: a school administrator being in the building during program hours, a CEO of a community partner organization, or support staff whose duties only include data entry and/or fiscal management, or general duties resulting in salaries being covered by indirect costs.

No more than 5 percent of the total annual award may be used for collaborative planning and professional development related directly to 21st Century programs.

No more than 8 percent of the total annual award may be used for independent program evaluation.

The Lead fiscal agent's must provide a minimum of 15% direct service to participants.

HOW TO CALCULATE INDIRECT COSTS

- *Costs that benefit more than one program*
- *Cannot be readily assigned to one specific program*
- *Examples:*
 - *Photocopier*
 - *Clerical support*
 - *Electricity*
- *The modified direct cost base used to calculate indirect costs*
- *Exclude the portion of each subcontract in Purchased Services exceeding \$25,000*

Indirect costs are costs that benefit more than one program and cannot be readily assigned to one specific program. Examples of indirect costs include printers, electricity, human resources and payroll services, central storage and clerical support.

All entities, with the exception of for-profit agencies, are eligible to claim indirect costs in their proposed budgets.

Please be careful when calculating the modified direct cost base used to calculate indirect costs in Code 90 on the FS-10 Form. Many applicants forget that the fiscal agent must exclude the portion of each subcontract listed in Code 40 for Purchased Services that exceeds 25,000 dollars; meaning, if an applicant's budget includes a purchased service at a cost of 38,000 dollars, they may only apply 25,000 of that expense to their modified direct cost base.

INDIRECT COST RATES

- *School Districts and BOCES – Department determines.*
- *Colleges and Universities – 8%.*
- *CBOs, Charter Schools and Municipalities*
 - *Prepare budget using 2.6%.*
 - *If selected for funding, can apply for up to 8%.*
- *Upon approval, a budget amendment is required.*
- *Higher rate is approved on an annual basis.*

No More than 10% for administration INCLUDING the indirect cost %.

The Department calculates indirect cost rates in accordance with the U.S. Department of Education regulations. Restricted indirect cost rates are to be used for 21st Century grant awards.

The Department determines school district and BOCES indirect cost rates. Check with the school's business office to find out what rate to use if a school or BOCES is the lead agency.

Colleges and universities can use an indirect cost rate of 8%.

CBOs, Charter Schools and Municipalities must prepare their proposed budgets using a 2.6% indirect cost rate. If selected for funding, the agency may then apply to increase the indirect cost rate to a maximum of 8%. This request must be made to the Department's Grants Finance Unit and, once approved, a budget amendment must be completed to adjust existing funds to accommodate the higher rate.

Please note that the higher rate must be applied for and approved by the Grants Finance Unit on an ANNUAL basis.

It is important to keep in mind the 10% administrative cap, which INCLUDES the indirect cost rate. For instance: If a CBO claims an indirect cost rate of 2.6 percent, they may only include administrative costs totaling 7.4 percent.



Throughout the following slides we will discuss elements that are important in creating a quality 21st Century program.

QUALITY PROGRAMS

- *Meeting the needs of students and families*
- *Effective Partnerships*
- *Meaningful Involvement*
- *Positive Youth Development*
- *Quality Objectives*
- *Principles of Effectiveness*
- *Ongoing Evaluation/Self Assessment*

21st Century Programs involve a comprehensive approach to providing quality expanded learning experiences for students and their families. We will focus on what is involved in creating a quality program, and sustaining quality through the life of the 21st Century grant.

Topics we will cover are:

- Meeting the needs of students and families
- Effective partnerships
- Meaningful involvement of students and families
- Positive youth development
- Quality objectives
- Principles of effectiveness, and
- Ongoing evaluation and self assessment

MEETING THE NEEDS OF STUDENTS AND FAMILIES

- *Describe the community where students and their families live and go to school*
- *Based on local data (Be specific!)*
 - *Poverty / free & reduced lunch rates*
 - *Literacy / education levels*
 - *Needs of the community*
- *Provide services not currently available*
- *Provide opportunities for families' active and meaningful engagement in their children's education*
- *Provide literacy services for families*

In the Need for Project section of the RFP, it is important to clearly describe the community where students and their families live and go to school. The characteristics of the population and community to be served are essential factors that inform the design of a successful 21st CCLC expanded and extended learning time program, ultimately driving support for student enrollment in the program. Be sure to reference local data which includes but is not limited to poverty, free and reduced lunch rates, literacy and education levels, and needs of the community. The proposal should convey a concrete understanding of the community, as well as what services are not currently available to families in order to help frame the proposal in relation to the need for a 21st Century program in that area. Be mindful to provide data that is current and specific enough to strongly support those needs.

Families should have opportunities for families' active and meaningful engagement in their children's education. Providing literacy and other educational development opportunities for families of students is an essential element of 21st Century programming, along with academic enrichment and youth development. Opportunities for families should be ongoing, such as computer classes, GED classes, English as a second language, job readiness skills, etc. While it is valuable to invite families to the program for celebrations, presentations and family nights, the focus on families' engagement should be ongoing.

EFFECTIVE PARTNERSHIPS

- *At least one LEA and one CBO*
- *Collaboration in planning and design*
- *History of working together*
- *Substantial roles in delivery of services, sharing grant resources and having significant involvement in management and oversight*
- *Linkage with the school day*
- *Program activities are integrated with the regular school day program*
- *Clear communication*

All 21st Century programs must reflect a partnership between least one local education agency and one community-based organization.

Effective partnerships begin prior to writing the actual RFP, when potential partners meet regularly to collaborate and plan for program design. The applicant should describe time allocation for collaborative planning and professional development for school staff and partnering organizations, in order to build strong systems of program delivery.

A solid partnership should be evident through all stages of programming, from initial planning, through implementation, to evaluation. It can be very obvious to grant reviewers when partnerships are thrown together at the last minute to apply for funding. So whenever applicable, include a description of the history of collaborative work.

Partners should have substantial roles in the delivery of services and sharing of grant resources, and they should have significant involvement in management and oversight of the grant.

Linkage with the school day is one of the most important aspects of the 21st Century grant, and developing strong partnerships to promote that linkage is paramount.

The application should describe how program activities will be aligned and coordinated with the regular school day, and how staff will collaborate with school day teachers, whether the applicant proposes to offer programming to extend the regular school day, or has programming outside of the school day.

It is also important to discuss with school partners how records will be accessed for evaluation and reporting purposes. At times this can become a stumbling block between schools and outside agencies, so be sure to address this issue as part of program design.

Methods of communication between schools and community organizations that are well-defined from inception of the program will be beneficial for all involved throughout the life of the grant.

MEANINGFUL INVOLVEMENT OF STUDENTS AND FAMILIES

- *In Planning and Design*
- *During Program
Implementation*
- *In Evaluation*

A quality 21st Century program establishes a strong collaboration and relationship with students, families, and the community in order to achieve program goals. You will find that the theme of promoting meaningful involvement of students and families is woven throughout the RFP.

Students and families should be involved in all aspects of the program, beginning with planning and design. One way to receive initial input is to gather information from student or parent surveys, focusing on wants and needs for programming. All partners, including youth, families, and the community, need to decide how youth participation will be incorporated. There are several questions to keep in mind when thinking about how to involve students and families in your program, including;

- How will consistent and active participation be promoted from the start, and how will families be involved in decision making and planning?
- Once the program is implemented, what opportunities will youth participants have to express their ideas, concerns and opinions? How will program staff communicate with families regarding information about matters concerning their child, as well as information about community resources to meet their needs?
- When evaluating the program, how will students and families be meaningfully involved? What methods will be used to gain insight and feedback from these most important stakeholders?

All of these questions should be carefully considered when planning for programming.

SOCIAL EMOTIONAL DEVELOPMENT AND LEARNING

- *Outreach to and engagement of families and community;*
- *Attention to school - classroom environment and relationships;*
- *Skill acquisition through sequenced social - emotional learning opportunities and standards-based instruction;*
- *After school, out-of-school, extra curricular and service learning and mentoring;*
- *Alignment of district and school personnel, policies, and practices to support students;*
- *Collaboration between school district and community-based service providers;*
- *Staff development for administrative, instructional, student support staff and willing partners.*

The NYS Guidelines for Social and Emotional Development and Learning were adopted by the Board of Regents in 2011 for voluntary use by schools. Social and emotional development and learning is facilitated through seven approaches in some combination of:

- Outreach to and engagement of families and community;
- Attention to school - classroom environment and relationships;
- Skill acquisition through sequenced social - emotional learning opportunities and standards-based instruction;
- After school, out-of-school, extra curricular and service learning and mentoring;
- Alignment of district and school personnel, policies, and practices to support students;
- Collaboration between school district and community-based service providers;
- Staff development for administrative, instructional, and student support staff and willing partners.

In this RFP, applicants are asked to describe how the Guidelines will be reflected in opportunities for youth development and enrichment through hands-on project-based activities, service learning, and other experiences not typically offered in the traditional classroom setting.

DEVELOPING QUALITY PROGRAM: PRINCIPLES OF EFFECTIVENESS

- Assessment of objective data to identify need
- Research-based program activities that meet the stated needs
- An established set of performance measures (achievement, attendance, behavior, etc.) to demonstrate outcomes

Creating a quality 21st Century program includes basing that program on the Principles of Effectiveness, developed by the United States Department of Education. They include:

1. Assessment of objective data to identify need. Applicants should prove need through current and specific data regarding students, families and the community where they live.
2. Use of research-based program activities to address the identified needs. When providing services in core academic areas where scientifically-based research has been conducted and is available – such as reading and math – a 21st Century program should employ strategies based on that research.
3. Development of an established set of performance measures (achievement, attendance, behavior, etc.) to demonstrate outcomes.

What this means is that you need to plan for programming. Sound planning and a focus on research-based activities and learning will be the key to program quality. Remember to keep these principles in mind as you develop program goals and objectives.

DEVELOPING QUALITY OBJECTIVES

Developing SAFE and SMART Objectives that are based on Performance Indicators

SAFE:

- Sequenced, Active, Focused and Explicit

SMART:

- Objectives are Specific and activities detailed
- Desired outcomes can be Measured
- Objectives are Attainable and Realistic
- Objectives include Timelines for progress

By developing SAFE and SMART program objectives, applicants will create a framework for quality programming, and a roadmap for useful evaluation and sustainability efforts.

Effective programs are highly **focused** on personal and social skill development; use activities that are **sequenced** and coordinated to achieve **explicitly identified outcomes** for youth; and require **active** involvement of youth.

Always remember, objectives should be based on the federal 21st Century Performance Indicators, which are listed in Appendix 6 of the RFP and will be reviewed in the next slide.

All objectives should be **Specific**, with detailed program activities to support the objective, so that outcomes can be **Measured**.

It is important that objectives be **Attainable** and **Realistic**. Saying that you will have 100% parent participation, or that 95% of students will increase their test scores by a whole letter grade in one year may be wishful thinking, but may not be realistic or attainable. It is admirable to create rigorous objectives in order to promote positive achievement, but don't set the bar so high that desired outcomes will be out of reach.

Finally, objectives should include a **Timeline** for progress which will help with data collection to measure success of the students and the program.

PERFORMANCE INDICATORS

Objective 1 – 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families.

- 1.1 Core educational services
- 1.2 Enrichment and support activities
- 1.3 Community involvement
- 1.4 Services to parents and other adult community members
- 1.5 Extended hours

Objective 2 – Students participating in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

- 2.1 Achievement
- 2.2 Behavior

The goal of all 21st Century programs in the United States is to enable public elementary and secondary schools to plan, implement, or expand learning opportunities for the benefit of the educational, health, social service, cultural and recreational needs of students and their families.

Performance Indicators, listed in their entirety in the application, are designed to support the development of program objectives for implementation and student outcomes that meet this federal statutory goal.

Core educational services involve 100% of Centers offering high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Enrichment and support activities involve 100% of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

Community involvement means centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

Services to parents and other adult community members means 100% of Centers will offer services to parents of participating children.

Extended hours involves more than 75% of Centers offering services at least 15 hours a week on average and providing services when school is not in session, such as during summer and holidays.

Achievement involves students regularly participating in the program showing continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

Behavior involves students participating in the program show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Developing individual program objectives will be explained more clearly in the next slide.

TEMPLATE FOR GOALS AND OBJECTIVES

Objective 2 – Students participating in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Sub-objective 2.2 - Behavior. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Program Objective 2.2-1: **Regular attendees will demonstrate decreased disciplinary actions.**

| Activities in support of this program objective | Performance indicator(s) of success | How progress will be measured |
|---|---|-------------------------------|
| Peer Mediation as needed, Conflict Resolution skills 2x/week, Mentor Program 1x/week | Disciplinary referrals will be reduced by 3% each year from established baseline. | Office Disciplinary Referrals |

The Template for Goals and Objectives can be found in the grant application. This template **MUST** be used when developing program objectives for your grant. Paste the template, **without the instructions**, into the body of your 25-page narrative.

This example shows just one very simple program objective, but you may have more than one indicator or measure of progress, and you may also have more than one Program Objective for each Sub-Objective. To add additional program objectives, simply copy and paste the rows and cells needed.

In this example, the Program Objective includes a concrete description of what your program will offer to achieve the Sub-Objective above it.

Activities to support the program objective should include what participants will actually do. Note that activities should be quantified whenever possible.

Performance Indicators of Success state how you will know if the activity is successful.

How progress is measured describes the tools that will be used to measure this progress or success. In this case, disciplinary referrals are used.

A reminder: Be sure to make all of your program objectives specific, measurable, attainable and realistic, with reasonable time allocated for successful implementation.

ONGOING EVALUATION AND SELF-ASSESSMENT

- Ongoing self assessment – Network for Youth Success QSA (Available at <http://networkforyouthsuccess.org/qsa>)
- Annual Performance Report (APR)
- The Role of the Independent Evaluator
- Benefits of evaluation

Evaluation and assessment are an integral part of all 21st Century programs.

The Quality Self Assessment tool (or QSA) must be used twice each year. You will find a link to the QSA under Program Requirements in the RFP. It is important to remember that the QSA is a planning and self-assessment tool - not an evaluation tool. The overall goal of self-assessment should be to elicit input from all stakeholders in order to promote program quality and effective outcomes.

The Annual Performance Report (or APR) is a federal web-based reporting system and is required for all 21st Century grantees across the country. This comprehensive report consists of data gathered for such things as attendance, free and reduced lunch rates, ethnicity, ELA and Math grades, state assessment scores, program activities and components, and more. Programs need to be aware of this report from the onset in order to gather necessary data throughout the year.

As stated in an earlier slide, each grantee must contract with an independent evaluator to conduct periodic assessment of the 21st Century program's progress toward achieving its objectives. The evaluator should also work in concert with you on the QSA and APR. The results of the evaluation must be used to refine, improve and strengthen the program, and should be made available to the public upon request. The evaluator must adhere to the Evaluation Manual. The cost of an independent evaluator may not exceed 8% of the total annual grant award. For this RFP, the evaluator must be a vendor, not a partner.

There are many benefits of self-assessment and evaluation. Collecting concrete information and data about your program allows stakeholders to be constantly aware of program quality and areas for improvement. In addition, the data can be used to prove prior success and future need when seeking additional funding in order to sustain the program.



Once you've completed and submitted your application, the process of application review begins.

PEER REVIEW PROCESS

- *Electronic Peer Review*
- *Two reviewers per application*
- *Third review if scores vary by 15 points or more*

For Round 7, the peer review will be conducted electronically. Each accepted application will be reviewed and rated through the same online portal as the application submission.

Two reviewers will score each application according to the points indicated in the Scoring Rubric provided in the RFP. Scores from each reviewer will be averaged to compute the final score.

If there is a difference of 15 points or more between the two reviewer's scores, a third reviewer will review the application and the two closest scores will be averaged to compute the final score, unless it is mathematically impossible for an applicant to achieve an average score of 75 or higher with a third review. In those instances where the third review falls equally between the initial two scores, the score of the third review will be used as the final score.

PEER REVIEW, CONT.

- *Department staff do not review applications.*
- *Department selects peer reviewers to ensure a diversity of backgrounds (e.g., school personnel, CBOs) and geographic representation.*
- *Department trains the reviewers.*
- *Applicants may no longer act as reviewers.*

The Department administers the peer review process, but its staff does not review or score the applications. The Department selects reviewers to ensure that a large diversity of backgrounds are represented. The Department provides training for the reviewers, so that they are appropriately prepared for the task.

In previous rounds of funding, applicants were able to act as peer reviewers for applicants competing in geographic regions other than their own. ESSA now prohibits any applicant, or representative of an applicant, from reviewing application for the current application period.

The Department is currently conducting a national search for qualified individuals with diverse expertise, geographic location, gender, racial and ethnic representation to participate in the peer review process that will be used for the 21st CCLC applications. The most qualified reviewers will be individuals who are familiar with the operation of high quality youth programs in schools and communities.

Individuals interested in acting as a reviewer, and who do not represent an applicant for the current round of funding should email 21CRFP@nysed.gov for further information.

WHAT HAPPENS AFTER THE PEER REVIEW?

- *Department notifies the successful applicants.*
- *Department prepares the grants for LEAs and municipalities; grant contracts or contracts for all others.*
- *The applicant signs and returns the prepared contract to Department.*
- *Both the NYS Attorney General and Comptroller must approve.*
- *Department initiates the payment process.*
- *Advance payment of 20% to all except for-profit organizations.*

Once the peer review is completed, there are several steps involved between notifying successful applicants to generating payment and starting programs.

After the Department notifies applicants that have been selected to receive 21st Century funding, the program office must prepare grants for LEA's and municipalities, and grant contracts for all others, including CBOs, colleges and universities, charter schools, and for-profit organizations. After being reviewed by the Department's Fiscal Management office, the grant contracts are sent to the applicant to be signed by the CEO, and returned to the Department. The Department's attorney, the NYS Attorney General and NYS Comptroller must then approve them. This process may take eight weeks or more. For LEA's and municipalities who have grants rather than grant contracts, the turn-around time may be shorter.

Once grants and grant contracts are processed and approved, and funds for 2017-18 are released, an initial payment of 20% of the annual award amount will be generated to the grantee. For-profit agencies will not receive advance payment, and must submit vouchers after services are rendered.

The process for completing contracts may feel cumbersome and takes time. The good news is that once your initial contract is in place, funding in the next 4 years should flow more smoothly.

QUESTIONS ABOUT THE RFP

Questions about the RFP must be submitted by email only to:

21CRFP@nysed.gov

Questions must be received by: October 11, 2016

Q&A will be posted by: October 26, 2016

<http://www.p12.nysed.gov/funding/currentapps.html>

We understand that you may have follow-up questions regarding the RFP. Please submit questions to the 21st Century program office at the email listed in the slide, 21CRFP@nysed.gov. All questions must be received by October 11th, 2016 and will be posted in their entirety with answers by October 26th, 2016.

Thank you for your time. We hope this webinar has been informative, and wish you luck in your pursuit of 21st Century funding.