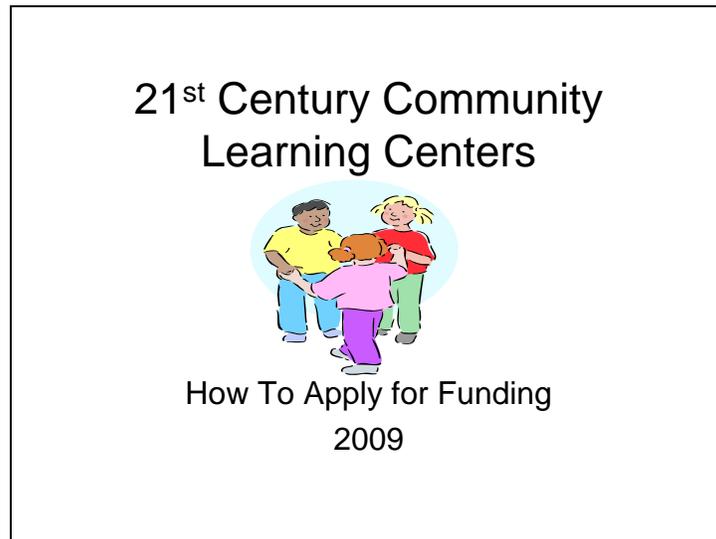


Slide 1



Welcome to the New York State Education Department informational session on applying for 21st Century Community Learning Center funding.

For previous competitions, we have provided this information through regional sessions. The new on-line approach has two primary benefits. First, it is less expensive to implement. Second, it allows us to provide the same information to all potential applicants at the start of the competition and to continue its availability 24/7 throughout the proposal development period.

If you have questions, you can email them to the address on the next slide. We will post all questions and responses on our web site, also shown on the next slide, as quickly as possible, and usually within the day.

Slide 2

Questions and Answers

- emsc21stcclc@mail.nysed.gov
- www.emsc.nysed.gov/sss/

Send your questions to the email address.

Look for the responses on the web site.

Agenda

- Background information
- What is required in the 2009 RFP
 - New requirements
 - Ongoing requirements
- Quality programs
- Additional Information

First, we will provide some background about 21st Century programs. Then, we will talk about application and program requirements. Some are new and others are the same as in previous funding competitions.

Throughout the rest of this 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.”

After looking at the basics of 21st Century programs, we will cover the elements of quality 21st Century programs and the process of developing meaningful objectives.

Slide 4

21st Century Community Learning Centers



Background Information

We will now provide background information about the 21st Century Program.

Three Components of All 21st CCLC Programs

- opportunities for academic enrichment
 - positive youth development:
 - drug and violence prevention
 - counseling
 - art, music and recreation
 - character education
 - literacy & related educational development to families of students
- ** All programs are to include the 10 essential elements of quality programs (QSA)

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. An example may be a cooking class in which the student measures the ingredients and uses the math that was learned about fractions in the classroom. Another example could be a cultural event to celebrate a country that is being studied in the social studies class.

Service learning is another appropriate enrichment opportunity – a community service project that incorporates the learning from the regular curriculum.

The second component of each 21st Century program is positive youth development – these activities encourage students to develop into well-rounded and healthy adults who are contributing members of their communities.

Appropriate activities could include recreation and sports, art, music, dance, drug and violence prevention, counseling and character education.

The third component of every 21st Century program is the provision of literacy and related educational services to the families of the students that are based on their needs. For example, families may need instruction in English or

computer skills, 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 three components should reflect the ten essential elements of quality after school programming that are described on page 2 of the RFP and are contained in the Quality Self-Assessment Tool that will be discussed in more detail later.

Funding Allocations

- Federal funds – NCLB Title IV, Part B
 - About \$35 million for new programs this year
- Title I formula is used.
 - 60% to New York City
 - 10% to Big Four Cities of Buffalo, Rochester, Syracuse and Yonkers
 - 30% to Rest of State
- Up to \$900,000 set aside for successful for-profit applicants, not awarded by geographic region.
 - Limit of \$450,000 per for-profit application

Where does the money for 21st Century Programs come from? 21st Century programs are federally funded by Title IV, Part B of the No Child Left Behind Act. This year, about \$35 million is available to support new programs. The exact amount is not yet known.

The Department administers these funds. It awards funds to all parts of the State using the formula that is used to distribute Title I funds: 60% to New York City, 10% to the Big Four Cities of Buffalo, Rochester, Syracuse and Yonkers, and 30% to the rest of the State.

In addition, \$900,000 of the available funds are set aside to fund for-profit organizations that apply. Each for-profit application is limited to \$450,000. This amount is not allocated geographically.

New York 21st CCLC

- Round 4 Programs = 108
- Round 3 Programs = 88
 - funding ends June 2009
- Over half of the grantee lead agencies are Community Based Organizations

As a bit of history, Round 4, the most recent funding competition, resulted in 108 new programs. In Round 3, 88 programs were funded. Both Rounds include at least one for-profit organization.

It should be noted that community-based organizations are the lead agencies for more than half of New York's 21st Century programs.

Who Can Apply?

- LEA's - Public school districts, BOCES, charter schools, private schools
- Not-for-profit and for-profit agencies
- City or county government agencies
- Faith-based organizations
- Institutions of higher education
- Round 4 programs can apply to expand their current program to serve more students or add another component – e.g., GED classes, the arts.

WHO CAN APPLY?

. Local education agencies (LEAs) are public school districts and BOCES. For the purpose of applying for 21st Century funding, charter schools and private schools are also considered to be LEAs. All LEAs must apply in partnership with another organization.

. Other agencies, including not-for-profit and for-profit organizations, faith-based organizations, local government agencies and institutions of higher education are also eligible to apply. But they must apply in partnership with an LEA.

. In addition, current Round 4 grantees can apply to start another program or expand their current program by serving more students or by adding a new program component such as GED preparation, or the arts.

Application Eligibility

FEDERAL ABSOLUTE PRIORITY – programs must primarily target students who attend schools that are eligible under section 1114 for Title I school wide programs or schools that serve a high percentage of students from low income families (40% free lunch in NYC, or 40% free and reduced lunch in ROS).

In order for a 21st Century program application to be eligible for review, it must primarily target students who attend schools with high poverty.

Generally, a school building is considered to have high poverty if –

- . It is eligible for a Title I school-wide program, meaning that the school has a high level of poverty, or
- . It is in NYC and has a free lunch rate of at least 40%, or
- . It is located in another part of the State and has a combined free and reduced lunch rate of at least 40%.

If an applicant proposes to serve students from more than one school, at least 50% of the participating schools must have high poverty.

Additional options for determining that a school has high poverty are covered in the next slide.

High Poverty Schools

Ways to determine high poverty:

1. Lists of eligible schools
2. Feeder pattern option
3. Administrative option
4. Special Review of Documentation

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

The first way is to look at the lists of eligible high poverty schools that are included with the RFP. Any school on one of the eligibility lists satisfies the high poverty criteria.

These are schools that, in New York City, have at least a 40% free lunch rate.

The schools listed that are outside of New York City have at least a 40% combined free and reduced lunch rate.

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

The administrative option applies to small school districts that have just one building per grade span – i.e., one elementary school, one middle school and one high school. If just one of the buildings has high poverty, then all the buildings of the district are considered to have high poverty.

On occasion, a community's needs may warrant eligibility for 21st Century funding even though the school does not meet the high poverty criteria we have just described. In such cases, the applicant can submit documentation and other local data to the Department for a special review and determination of eligibility. This request for a special review should be made BEFORE beginning to write the grant application.

Slide 11

21st Century Community Learning Centers



The RFP

Let's talk about the RFP itself.

RFP - 2009

- Estimated \$35 million available for Round 5 programs
- Five-year funding period 7/1/09 – 6/30/14
- Annual awards range from \$50K to \$900K
- Due Date : Postmarked or delivered by
March 27, 2009
Original and 1 CD in Word or .pdf
file

As previously cited, the Department expects to have about \$35 million available for this round of programs.

Funding will be awarded for five years, beginning on July 1, 2009 and continuing through June 30, 2014.

Annual awards can range from a minimum of \$50,000 to a maximum of \$900,000, depending on the size and scope of the program.

Proposals must be postmarked or delivered by March 27, 2009. The address is included on page one (1) of the RFP.

The proposal package must include one hard copy of the complete application with original signatures in blue ink AND a CD that contains the complete proposal prepared in Word or as a .pdf file.

Timeline	
• Jan 28	- Request for Proposals (RFP) issued
• March 27	- Proposals must be postmarked or delivered.
• Mar & Apr	- Department verifies applicants' eligibility for funding and for priority points.
• April	- Peer Review
• May	- Selected proposals are announced and grant or grant contract preparation begins.
• July 1	- Funding begins.

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

The Request for Proposals was issued January 28.

March 27 is the date by which proposals must be postmarked or delivered to the Department.

After all applications are received, the Department will screen each one to ensure that the high poverty eligibility requirement has been met and to determine which proposals qualify for priority points based upon a focus on programs for students who attend schools in need of improvement. These priority points will be explained later in the presentation.

During April all eligible applications will be reviewed using an electronic peer review process. We'll talk more about that later on.

Selected proposals will be announced in early May and the grant or grant contract preparation will begin.

Funding begins on July 1, 2009.

What's NEW in Round 5 ?

- Submission of Proposals
 - A hard copy of the proposal containing required original signatures (in blue ink)
 - A CD containing the complete proposal in Word or .pdf file

We will now explain the changes in requirements in this new 21st Century application for funding.

In previous competitions, applicants submitted only paper copies of the application package. This time, applicants are to submit one hard copy of the application with the required original signatures in blue ink and one CD that contains the complete application prepared in either Word or as a .pdf file. The required original signatures are listed in the RFP.

New in Round 5, cont.

- Schools in Need of Improvement (SINI) Status
 - 2007-08 SINI list will be used, unless the 2008-09 list is available
 - Schools that have recently lost SINI status due to restructuring cannot be considered as SINI schools.

The 2007-08 list of Schools in Need of Improvement, or “SINI” schools will be used to determine priority points status of applications unless the 2008-09 list becomes available. Note that schools that have recently lost their SINI status due to restructuring cannot be considered as schools in need of improvement. Therefore, applications that propose to serve newly restructured schools cannot receive SINI priority.

New in Round 5, cont.

- Funding Priorities
 - Six priority points will be added to fundable applications that propose to serve primarily middle-level students or high school noncompleters who attend SINI schools.
 - Four priority points will be added to fundable applications that propose to serve primarily elementary students who attend SINI schools.

New in this competition is the awarding of priority points to fundable applications that primarily serve students in SINI schools.

Fundable means that the application has earned a minimum score of 75 points.

Priority points can then be added to the fundable score, as follows:

Six (6) priority points will be added to the scores of applications that propose to primarily serve middle-level students or high school noncompleters who attend SINI schools. High school noncompleters are those students who are at risk of not meeting the graduation requirements to earn a diploma OR who have already dropped out of school and are working toward re-enrollment in school.

Four (4) priority points will be added to the scores of applications that propose to primarily serve elementary students who attend SINI schools.

Note that if an applicant is proposing to serve students from more than one school, at least 75% of the participating schools must be SINI in order to receive priority points.

Just as the overall funding is distributed geographically across the State, applications with fundable scores will be grouped by geographic area and listed in rank order. Funding to for-profit applicants is not distributed geographically.

Priority Points

6 Priority Points	4 Priority Points	0 Priority Points
Primarily serves middle level students or high school noncompleters who attend SINI schools	Primarily serves elementary students who attend SINI schools	Serves students who do not attend SINI schools

This chart recaps how priority points are awarded.

And, as a reminder, the application is eligible for priority points only if it initially scores at least 75 points.

New in Round 5, con't.

- Up to 3% of annual award can be used for sustainability planning but not for fund raising activities.
- Resource for sustainability planning:
www.financeproject.org

As in previous funding competitions, each application must include a sustainability plan that describes how the program will continue after federal 21st Century funding ends.

Up to 3% of the annual award can be used for sustainability planning. Examples of appropriate uses of the 3% include hiring a consultant to seek out and procure other grants and means of support for the program or to obtain training or other assistance on how to sustain the full program when 21st Century funding ends.

Note that the 3% **cannot** be used for fund-raising activities.

One excellent resource for sustainability planning is The Finance Project. Its web site is www.financeproject.org

New in Round 5, cont.

- The overall cost of evaluator cannot exceed 5% of annual award.
- Template for Goals and Objectives
 - Activity
 - Performance Indicators of Success
 - How Progress Will be Measured

Also new for Round 5 is the reduction in the allowable cost of contracting with an independent program evaluator, as required by this program. The cost cannot exceed 5% of the annual award. (This is a reduction from 8%.)

The acceptable use of tables and charts in the application is still limited to numerical data and schedules. However, applicants are now expected to use the template that is provided in the application to display the activities, performance indicators of success and measures of progress for the program's goals and objectives. A sample of the template is shown on the next slide.

Template for Goals and Objectives

Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families.		
<i>Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.</i>		
Program Objective 1.1-1:		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How Progress Will Be Measured

We will talk more about how to use the template later in the presentation. The template will assist you in developing program objectives that are clear and meaningful and program activities that are aligned with the objectives. Applicants will enter their own program objectives, then complete the template with activities, performance indicators and measures of progress.

New in Round 5, cont.

- Reporting Requirements
 - Report to the Department 2 times each year
 - Jan 1 and July 1
 - Use Department-provided Report Form
 - Improve Department assistance to programs
 - Identify effective practices
 - Enhance accountability for funds

Another new requirement relates to program reporting. Programs will be required to submit a report to the Department two times each year, on January 1st and July 1st. The first report from Round 5 grantees will be due on January 1st, 2010. A report form will be provided by the Department. Program reports will enable the Department to be more familiar with each program, to improve the assistance it provides to the grantees, to identify effective practices that can be shared with other 21st Century programs and to enhance accountability for the use of 21st Century funds.

Round 4 grantees will also be expected to satisfy this reporting requirement.

New in Round 5, cont.

- Peer Review Process
 - Electronic; no central review site
 - Continue to have 3 reviewers for each application and average the three scores to calculate final average score
 - Budgets of for-profit applications will continue to be reviewed by the Department's Contract Administration Unit.

Another new feature is that the peer review will be electronic. There will be no statewide convening of the reviewers.

Although we will continue to have three reviewers for each application, the same three reviewers will not all review the same proposals.

The three scores will be averaged to calculate the final average score.

As in the past, the Department's Contract Administration Unit will review and evaluate the "Adequacy of Resources" section and the budget of for-profit applications.

Ongoing Requirements

- 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.

Private school consultation. If private schools are in the catchment 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 it 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. Note that this consultation is not required if the applicant is a private school or charter school.

Partnership agreements between the applicant and its partners are required.

Partnership agreements clearly define the role and responsibilities of each of the partners. The RFP has information on developing agreements that are customized to your program.

We often receive questions about whether an organization is a partner or a vendor. In short, 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, on the other hand, would provide a

product or service such as a series of dance lessons, but would have no other input or responsibility for the 21st Century program.

School Age Child Care Registration is required for any program operated by an organization other than a school that serves 7 or more children under the age of 13. More information on this requirement will come later in this presentation.

The Program Quality Self-Assessment Tool, often referred to as the QSA, is to be conducted two times each year. More details about the QSA will be presented as well.

We will now talk about the Department's Consortium Policy.

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 Office of the State Comptroller directed State agencies to develop a consortium policy that would address grant awards. The Comptroller then approved the policies. The policy is included in the RFP. To summarize,

- Some situations encourage the creation of a consortium. For example, when a smaller organization does not have the capacity to operate a program single-handedly, it may form a consortium with one or more other organizations to apply for funds.
- Although a consortium is established, only one of the consortium members can serve as the official applicant and fiscal agent.
- The partnership agreements that we spoke about 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).
- 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 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 fiscal agent cannot sub-grant funds to other partners unless the fiscal agent cannot provide the services itself.

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

School Age Child Care 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

We are aware that the requirements of School Age Child Care licensing can be confusing. Hopefully the following information will help clarify who needs to obtain SACC licensing in order to run a 21st Century program, and to provide the safest environment possible for the children you propose to serve.

Applicants must obtain School-Age Child Care (SACC) registration in accordance with New York State Office of Children and Family Services (OCFS) Regulations if the lead applicant is a community organization, college or university, or municipality and proposes to serve **seven** or more children under the age of 13.

Whether the program operates in a school building or community based site, it must meet SACC requirements pertaining to buildings and equipment, discipline, fire protection and safety, staff background checks and clearances, etc.

Programs that serve some children over the age of 13 and 7 or more children who are under the age 13 must complete the SACC registration process. If the program proposes to ONLY serve children 13 or older, a SACC license is not required, although it is certainly advisable for the purpose of addressing the overall safety of all children involved.

Prior to receiving 21st Century funds and prior to providing services to students, this registration process, where required, must be completed. Applicants are encouraged to notify the appropriate regional OCFS office of their intent to seek registration once proposed sites have been identified, as the process can take several months. This will expedite the approval process subsequent to award notification. A list of regional offices for OCFS is located in appendix 5 of the RFP.

Upon grant award notification, a copy of the SACC license for each approved site must be submitted to the Department's 21st Century program office.

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”
- No budget narrative

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 on page A-15 in the RFP. Remember that the FS-10 must bear the original signature of the Chief Administrative Officer of the lead fiscal agent.

Costs for your 21st CCLC proposal should be adequate and reasonable. There is no minimum or maximum cost per child, as costs will vary according to geographic area, as well as from proposal to proposal. The important thing is that costs should be adequate in order to offer quality programming, and 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. It is strongly encouraged that children be provided 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. The website for USDA is listed on page A-38 of the RFP.

For an item to be considered as Equipment, it must have a unit cost of \$5,000. If the unit cost is under \$5000, these items are considered to be Supplies and Materials. Small incentives for students are allowed, such as T-shirts, book bags, etc.

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

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 and any flow through funds

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, except 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.

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.

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 the 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.

Slide 30

21st Century Community Learning Centers



Quality Programs

For the next several slides we will discuss elements that are important in creating a quality 21st CCLC 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 out of school time 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
- Based on local data (Be specific!)
 - Poverty / free & reduced lunch rates
 - Literacy / education levels
 - Needs of the community
- Provide services not currently available, and literacy services for families

Meeting the needs of students and families: In the Need for Project section of the RFP, it is important to describe the community where students and their families live. 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 must 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 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.

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 important and valuable to invite families to the program for celebrations, presentations and family nights, the focus of family involvement regarding literacy and education needs to 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
- Linkages with the school day
- Program activities are integrated with the regular school day program
- Clear communication

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

Effective partnerships usually begin prior to writing the actual RFP, when potential partners meet regularly to collaborate and plan for program design. 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 working together.

The various 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.

Linkages with the school day is one of the most important aspects of the 21st Century grant, and developing strong partnerships to promote those linkages is paramount.

The RFP should describe how program activities will be aligned and coordinated with the regular school day and how staff will collaborate with school day teachers.

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 the 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
- Assisting with Evaluation

Meaningful Involvement of Students and Families: 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 via 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.

Positive Youth Development

- Focus on the whole child
- Help youth build and maintain positive relationships with adults, peers and the community
- **Services:** Doing FOR Youth
- **Supports:** Doing WITH Youth
- **Opportunities:** Done BY Youth

By focusing on the whole child during programming, staff can help equip students with the skills they need to be more ready to learn during the school day, as well as helping them to build and maintain positive relationships with adults, peers and the community. Offering enrichment to students in core academic areas as well as in the arts, technology, recreation and health is a way to promote social and emotional development and learning, and an overall sense of well-being.

Providing opportunities for positive youth development should be inherently woven into the fabric of 21st Century programming. Staff can offer participants avenues for building positive developmental assets through services, supports and opportunities:

Services are those things that are done for youth through the provision of resources, knowledge or goods. Examples include nutrition services and mental health services.

Supports are those things done with youth, often in the form of interpersonal relationships and developed through activities

such as tutoring, mentoring, Big Brothers and Big Sisters, etc.

Opportunities are things done by youth - providing chances for exploration, personal expression, and self-determination. Examples include service learning projects and student leadership opportunities.

Principles of Effectiveness

Programs based on:

- 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 involves basing that program on certain Principles of Effectiveness. 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 as you go along.

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 your program goals and objectives.

Developing Quality Objectives

- Based on Performance Indicators

Developing **SMART** Objectives:

- Objectives are **S**pecific and activities detailed
- Desired outcomes can be **M**easured
- Objectives are **A**ttainable and **R**ealistic
- Objectives include **T**imelines for progress

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

Always remember Objectives should be based on the federal 21st Century Performance Indicators, which are listed in Appendix 7 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 nor attainable. It is admirable to create rigorous objectives in order to promote positive achievement, just 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

Appendix 7

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 Appendix 7 of the application, are designed to support the development of program objectives for implementation and student outcomes that meet this federal statutory goal.

Those of you who have written previous 21st Century grants may notice that Objectives 1 and 2 have been reversed for this RFP. The reason for this is that common sense tells us that Implementation leads to Outcomes, not the other way around. Therefore, Objective 1 now reflects activities and services that will be offered to students and their families, and Objective 2 reflects the gains that students will make as a result of those services.

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

<h2 style="text-align: center;">Template for Goals and Objectives</h2> <p style="text-align: center;">Appendix 8</p>		
<p>Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services for students and their families.</p>		
<p>Sub-objective 1.1: <i>Core educational services.</i> 100% of centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.</p>		
<p>Program Objective 1.1-1: <i>The program will offer opportunities for participants to utilize math and science skills through solving real life world problems in a constructivist learning environment.</i></p>		
Activities in support of this program objective	Performance indicator(s) of success	How progress will be measured
<p><i>LEGO Robotics lab offered to students 3x per week for 12 weeks</i></p>	<p><i>30 Students will attend the Robotics Lab for 30 days or more</i></p>	<p><i>Attendance records</i></p>

The new Template for Goals and Objectives can be found in Appendix 8 of 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 30-page narrative.

This example shows just one program objective, but you may have more than one 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, Attendance records are used.

A reminder: Be sure to make all of your program objectives measurable, attainable and realistic.

Ongoing Evaluation and Self Assessment

Ongoing self assessment - NYSAN QSA
(Available at www.nysan.org)

Annual Performance Report (APR)

The Role of the Independent Evaluator

Benefits of evaluation

Evaluation and assessment is an integral part of all 21st Century programs. There are three major components to evaluation and assessment, beginning with the Quality Self Assessment process.

The New York State After-School Network (NYSAN) Quality Self Assessment tool (QSA) must be used twice each year. As outlined in the application, the quality elements in the QSA should also be infused into your proposal on all levels. 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 (APR) is a federal web-based reporting system and is required for all 21st Century grantees. 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, teacher surveys, and more. Programs need to be aware of this report from the onset in order to gather necessary data throughout the year.

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, as well as made available to the public upon request. The cost of an independent evaluator may not exceed 5% of the total annual grant award.

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.

Slide 41

21st Century Community Learning Centers



Additional Information

There are a few additional things to note:

Peer Review

- 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.
- If you would like to be a peer reviewer, you can apply online at www.emsc.nysed.gov/sss/ .

The Department administers the peer review process, but its staff do 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. Individuals who want to serve as peer reviewers can apply to the Department, using the online system at www.emsc.nysed.gov/sss/

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.

What happens after the peer review?

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

After the Department notifies applicants who will be awarded 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. Both the NYS Attorney General and Comptroller must then approve them. This process may take up to six weeks. For LEA's and municipalities who have grants (not grant contracts) the turn-around time may be shorter.

Once grants and grant contracts are processed and approved, 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 flows more smoothly.

Questions about the RFP

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

emsc21stcclc@mail.nysed.gov

Questions must be received by February 13th
Questions and answers will be posted by February 23rd at www.emsc.nysed.gov under “funding opportunities”

We understand that you may have follow-up questions regarding the RFP. Please feel free to contact the 21st Century program office at the email listed above. Your questions will be answered in a timely manner. All questions must be received by February 13th and will be posted in their entirety by February 23rd.

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