# Nita M. Lowey’s 21st Century Community Learning Centers and After School Safety and Enrichment for Teens Programs

**Cohort 13**

**Fiscal Year 2022–23**

**Request for Applications**

**For Programs Proposing to Serve Elementary and**

**Middle/Junior High School Students and High School Students**

Governed by

Title 20 *United States Code* sections 7171–7176 and

California *Education Code* sections 8420–8428, and 8484.7–8484.9

**September 2021**



Expanded Learning Division

California Department of Education

1430 N Street, Suite 3400

Sacramento, CA 95814-5901

916-319-0923

[https://www.cde.ca.gov/fg/fo/r27/cclc21strfa21-2.asp](https://www.cde.ca.gov/fg/fo/r27/cclc21strfa21-2.asp%22%20%5Co%20%22Click%20to%20open%20the%2021st%20CCLC%20and%20ASSETs%20RFA%20Home%20Page.)

## Contact Information

Prior to submitting questions to the California Department of Education (CDE)
21st Century Community Learning Centers (CCLC) Helpdesk, please ensure that you have:

* Read the Request for Applications (RFA) in its entirety
* Reviewed the Frequently Asked Questions located at: <https://www.cde.ca.gov/fg/fo/r27/cclcassets22faqs.asp>
* Review the 21st CCLC Webinar located at: <https://www.youtube.com/watch?v=xfs51-NIN6I>

All RFA questions and correspondence should be submitted by email through the

21st CCLC RFA Helpdesk at 21stCCLCandASSETsRFA@cde.ca.gov.

All questions relating to RFA forms required through the After School Support and Information System (ASSIST) should be submitted by email through the ASSIST Helpdesk at ASSIST@cde.ca.gov.

All questions relating to application narratives required through the Financial Assistance Application Submittal Tool (FAAST) should be submitted by email through the FAAST Helpdesk at FAAST\_ADMIN@waterboards.ca.gov.

**The original application packet must be postmarked on, or before** Tuesday, November 16, 2021 and mailed to the Expanded Learning Division**. Mail the original application packet to the address below. Postmarks will be honored.**

**Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.**

21st Century Grant Application
Expanded Learning Division – 21st CCLC RFA
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

## What’s New? Changes in the Request for Application from the Cohort 12 Grant Cycle

* New language regarding Co-Applicant (refer to Section V. Application and Program Requirements, E. Co-Applicant and Jointly Submitted Applications, in this RFA).
* New required Program Income Form (refer to Section V. Application and Program Requirements, F. Charging Family Fees, in this RFA).
* The Equitable Access Grant is only available for 21st CCLC (elementary/ middle schools).
* The initial minimum grant amount is $50,000 per site, including all components.
* Split funding will not be allowed between cohorts. If you apply for a school site in one cohort for only one component, you cannot add an additional component to that site in a different cohort.
* New disqualification item which requires all Applicants listed on the Intent to Award (ITA) to complete virtual trainings and assessments.
* New language regarding the sustainability plan (see Attachment 1—21st Century Application Questions, Question 12, on the program narrative).

In the past, due to COVID, there has been action to suspend the operation of grant reductions in the 2019–20 and 2020–21 school years. As this RFA is drafted, there are not additional waivers in place to further suspend grant reductions. There may be additional waivers in place that the CDE would honor moving forward. Grantees are still expected to meet attendance targets to the best of their ability. To learn more about target attendance and grant reductions, please visit our Frequently Asked Questions on the CDE Laws and Policy website located at <https://www.cde.ca.gov/ls/ex/lawsandpolicy.asp>.

Grant reductions will not be implemented in 2021–22 due to past COVID related suspensions.

**Note: This RFA process is highly competitive. Applicants are strongly encouraged to read the entire 21st Century RFA and consider all requirements for eligibility, disqualifications, funding priority, and geographic distribution categories prior to submitting an application. When an application is funded, grantees are required to implement what is outlined in the application.**

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## Critical Dates for the Application Process

| Dates | Critical Events |
| --- | --- |
| September 2021 | RFA and supporting documents are posted on the CDE Funding and Funding Opportunities web page located at <https://www.cde.ca.gov/fg/fo/r27/cclc21strfa21-2.asp>.  |
| Tuesday, November 16, 2021 | The original, printed hard copy, “wet” signature, **using blue ink** application packet must be postmarked on, or before **Tuesday, November 16, 2021** and mailed to the Expanded Learning Division. **Postmarks will be honored.** **Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.** |
| Tuesday, November 16, 2021 | **Submission deadline** for FAAST application narratives uploaded and submitted as Final into FAAST by **4:00 p.m.** at <https://faast.waterboards.ca.gov/>. No late submissions will be accepted into the online system.  |
| August–September 2021 | Recruitment and training of qualified reviewers to score application narratives. |
| November–December 2021 | Applicants are notified if they have been disqualified based on the CDE screening of applications and eligibility criteria. |
| December 2021 | Assignment of application narratives to qualified reviewers.  |
| December 2021 | Independent panel reviews CDE screening disqualification appeals submitted by Applicants. |
| November–December 2021 | Application narratives reviewed; determination of Passing/Not Passing narratives. |
| January 2022 | Applicants are notified if they are not moving forward (Not Passing). |
| January 2022 | Funding Priority—TheCDE applies funding priority to applications with Passing narratives. |
| April 2022 | ITA is posted on the CDE website (the ITA is NOT the final funding list). |
| April–May 2022 | Independent panel reviews ITA funding priority appeals submitted by Applicants. |
| April–May 2022 | All Applicants listed on the ITA list must complete a series of virtual trainings and assessments. Failure to complete this requirement will result in disqualification and removal of the grant from the final ITA list. |
| May 2022 | The final ITA list will be posted on the CDE website when all data are verified and appeals are decided. |

## Purpose and Description of the Programs

### Background

The Nita M. Lowey’s 21st CCLC Program, authorized under the federal Elementary and Secondary Education Act (ESEA), received its first appropriation in 1994. The 21st CCLC program funding supports the development of community learning centers established by eligible entities with the assistance of community partners. In 2015, the ESEA was reauthorized as the Every Student Succeeds Act (ESSA). More information about ESSA can be found at <https://www.ed.gov/essa>. This new legislation expands state and local accountability for student academic achievement as well as overall success and emphasizes the importance of adopting research or evidence-based practices.

The California *Education Code* (*EC*) requires 21st CCLC funding to be distributed between elementary, middle, and high schools. The program funds Before School, After School, Equitable Access grants, and Summer/Supplemental programs for elementary and middle schoolers, while the ASSETs program funds After School programs for high schoolers.

A continuation award (renewability), as defined in Section 4204(j) of the ESSA notes that a state may, but is not required, to renew a sub grant provided under this part to an eligible entity, based on the eligible entity’s performance during the preceding sub grant period. While California does consider sub grant performance during an annual review throughout the five-year cycle, California 21st CCLC **does not offer** renewability as allowed under the ESSA.

### Purpose

#### 21st Century Community Learning Centers

The purpose of the 21st CCLC Program is to support the creation of community learning centers for elementary and middle school students that provide academic enrichment opportunities during non-school hours, particularly students who attend high poverty and low-performing schools. The 21st CCLC helps students meet state and local academic standards in core subjects such as reading and math; offers students a broad array of enrichment activities that can complement the regular academic program; and offers educational services to the families of participating children.

#### 21st Century After School Safety and Enrichment for Teens

The purpose of the 21st Century ASSETs program is to provide local flexibility in the establishment or expansion of community learning centers that provide students in grades nine through twelve with academic enrichment opportunities and activities designed to complement students’ regular academic program and that support college and career readiness; assist with literacy and related educational development services for families of these students; and provide a safe environment for students participating in their programs.

### Funding

#### 21st Century Community Learning Centers

An estimated $18 million in funding has been allocated for 21st CCLC programs proposing to serve elementary and middle/junior high school students in transitional kindergarten through ninth grade (Cohort 13), starting in state fiscal year (FY) 2022–23. Applicants awarded a 21st CCLC grant will receive a five-year grant, subject to semiannual attendance and other reporting requirements. Grant awards are contingent upon the availability of 21st CCLC program federal funds authorized in the California State Budget.

In the previous funding cycle, FY 2019–20 (Cohort 12), Applicants requested over $95 million in 21st CCLC program funding, and approximately $20 million was awarded. Of the 91 applications submitted, 33 applications were funded. Twenty one percent of the total funds requested were awarded, which indicates the highly competitive nature of the process.

#### 21st Century After School Safety and Enrichment for Teens

An estimated $22 million in funding has been allocated for ASSETs programs proposing to serve high school students in grades nine through twelve (Cohort 13), starting in state FY 2022–23. Applicants awarded an ASSETs grant will receive a five-year grant of up to $254,500 per year per site, subject to semiannual attendance and other reporting requirements. Grant awards are contingent upon the availability of ASSETs program federal funds authorized in the California State Budget.

In the previous funding cycle, FY 2019–20 (Cohort 12), Applicants requested over $57 million in ASSETs program funding with approximately $21 million being awarded. Of the 57 applications submitted, 36 applications were funded. Thirty six percent of the total funds requested were awarded, which indicates the highly competitive nature of the process.

The CDE will not provide funding to serve more students than are enrolled at a school site. Public school enrollment numbers will be verified by using the school certified enrollment data submitted to the California Longitudinal Pupil Achievement Data System (CALPADS) for FY 2020–21. Enrollment for private schools will be verified by using the Private School Directory. Please visit the CDE Private School Data web page located at <https://www.cde.ca.gov/ds/si/ps/index.asp>.

### Program Types and Funding

#### 21st Century Community Learning Centers

There are five subprogram types for which 21st CCLC funding is granted: After School Base programs, Before School Base programs, After School Summer/Supplemental programs, Before School Summer/Supplemental programs, and Equitable Access programs. The initial minimum grant amount for 21st CCLC programs per school site is $50,000, inclusive of all components (*EC*Section 8484.8[f]). Sites that are funded at the minimum grant amount are still eligible to receive grant reductions if attendance targets are not met.

Split funding will not be allowed between cohorts. If you apply for a school site in one cohort for only one component, you cannot add an additional component to that site in a different cohort.

For example: ABC Elementary was awarded an After School Base grant in Cohort 12. This site cannot apply for a Before School Base or Summer/Supplemental funding in the current Cohort 13 RFA.

##### After School Base Programs

The After School Base program grants are provided for program operation during the regular school year, typically 180 days (*EC* Section 8483.7). After School Base programs are considered foundational, and are a base requirement for all other subprogram types at a given school site. Funding for After School Base programs is as follows: $10.18 per participating student per regular school day, up to a maximum of $152,662.50 per year for elementary schools; and $203,550 per year for middle and junior high schools. For larger-than-average-size schools, these amounts may be increased up to twice these limits, using the large-school adjustment formula below:

* For elementary schools, multiply $113 by the number of pupils enrolled at a school that exceeds 600 up to a maximum of $305,325 per year.
* For middle/junior high schools, multiply $113 by the number of pupils enrolled at a school that exceeds 900 up to a maximum of $407,100 per year.
* For example, ABC Elementary School has a school enrollment of 750 students. This is 150 students over the “large school” definition outlined in the *EC*. In order to figure out the additional grant amount they are eligible for, they would multiply 150 (750 school enrollment minus 600 [large school definition]) by $113 (for After School Base) equals an additional $16,950 on top of their grant amount for After School.

Funding will be based on the grade span served in FY 2020–21 reported in the Public Schools Data downloadable file from the CDE Public Schools and Districts Data Files web page located at [https://www.cde.ca.gov/ds/si/ds/pubschls.asp.](https://www.cde.ca.gov/ds/si/ds/pubschls.asp) If no data exists for grades served, the CDE will base funding on the grades offered.

The specific funding amount for each school site will be calculated from the number of students that a program proposes to serve, the number of days a program will operate, and the funding formula of $10.18 per student, per day. The CDE will not provide funding to serve more students than are enrolled in the school. The CDE will use CALPADS FY 2020–21 data from the CDE Student Poverty Free or Reduced-Price Meal (FRPM) Data web page located at <https://www.cde.ca.gov/ds/sd/sd/filessp.asp>, to validate school enrollment.

The total grant award for an application will vary depending upon the number of schools included in the application.

##### Before School Base Programs

The 21st CCLC Before School Base program grants are provided for program operation during the regular school year, typically 180 days (*EC* Section 8483.75). Funding for Before School Base programs is as follows: $6.79 per participating student, per regular school day, up to a maximum of $50,887.50 per year for elementary schools; and $66,493 per year for middle and junior high schools. For larger-than-average-size schools, these amounts may be increased up to twice these limits, using the large-school adjustment formula below.

* For elementary schools, multiply $75 by the number of pupils enrolled at a school that exceeds 600, up to a maximum of $101,775 per year.
* For middle/junior high schools, multiply $75 by the number of pupils enrolled at a school that exceeds 900, up to a maximum of $132,986 per year.
* For example, ABC Elementary School has a school enrollment of 750 students. This is 150 students over the “large school” definition outlined in the *EC*. In order to figure out the additional grant amount they are eligible for, they would multiply 150 (750 school enrollment minus 600 large school definition) by $75 (for Before School Base) equals an additional $11,250 on top of their grant amount for Before School.
	+ In order for grantees to apply for Before School Base grants, they must also apply for an After School Base request in this RFA.

##### After School Summer/Supplemental

After School Summer/Supplemental programs may operate any time in excess of 180 regular school days or during any combination of weekends, summer, intersession, or vacation periods (*EC* Section 8483.76[a]).

Funding for After School Summer/Supplemental programs is as follows: $10.18 per participating student, per day. After School Summer/Supplemental grants may not exceed 30 percent of the site’s total After School Base grant (including any existing After School Education and Safety [ASES] After School Base grant).

After School Summer/Supplemental requests must be accompanied by an After School Base request in this RFA or the site must currently have an ASES After School Base grant in order to be eligible to apply.

##### Before School Summer/Supplemental

Before School Summer/Supplemental programs may operate any time in excess of 180 regular school days or during any combination of weekends, summer, intersession, or vacation periods (*EC* Section 8483.76[a]).

Funding for Before School Summer/Supplemental programs is as follows: $6.79 per participating student, per day. Before School Summer/Supplemental grants may not exceed 30 percent of the site’s total Before School Base grant.

In order for grantees to apply for Before School Summer/Supplemental grants, they must also apply for a Before School Base and an After School Base request in this RFA.

##### Equitable Access

Equitable Access grants are optional funds intended to supplement 21st CCLC Elementary/ Middle After School Base program grants by helping provide access to 21st CCLC programs according to needs determined by the local community (*EC* Section 8484.8[b][1]). Equitable Access grants are only available for our 21st CCLC (elementary/middle school) programs.

Funding for Equitable Access is available up to $25,000 per school site, per year, based on the specific needs of each site(s) for the facilitation of Equitable Access to 21st CCLC programs.

Equitable Access requests must be accompanied by a 21st CCLC After School Base Request in this current RFA. Only those eligible sites funded with a 21st CCLC After School Base grant through this current RFA will be considered for Equitable Access funding.

#### 21st Century High School After School Safety and Enrichment for Teens

There is one subprogram type for which 21st Century High School ASSETs funding is granted––After School Base programs. The minimum grant amount for 21st Century High School ASSETs programs per school site is $50,000 (20 *U.S.C.* Section7174 [h]). Sites that are funded at minimum are still eligible to receive grant reductions if attendance targets are not met.

##### After School Safety and Enrichment for Teens After School Base

The ASSETs After School Base program may operate after school and during any combination of before school, weekends, summer, intercession, and vacation (*EC* Section 8422[d]). Funding for the ASSETs After School Base is as follows: $10.18 per participating student per day, up to a maximum of $254,500 per year for high schools.

## Overview of the Application Process

The graphic below provides a general overview of the application process.



### Request for Applications Submission (Two-part Requirement)

#### Download and Submission of After School Support and Information System Forms

* The 21st Century application forms (21st CCLC and/or ASSETs) are generated, downloaded, and printed through the ASSIST portal by the Applicant. The ASSIST portal can be located at <https://www3.cde.ca.gov/ASSIST/index.aspx>.
* The original, printed hard copy, “wet” signature, **using blue ink** of the required ASSIST application forms, complete with required Authorized Signatures, **must be postmarked on, or before Tuesday, November 16, 2021 and mailed to the Expanded Learning Division at the address below. Postmarks will be honored.**

21st Century Grant Application

Expanded Learning Division – 21st CCLC RFA

California Department of Education

1430 N Street, Suite 3400

**Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.**

#### Upload of Application Narrative to the Financial Assistance Application Submittal Tool

* Applications are screened for disqualified items by the CDE:
	+ Qualified applications meeting the screening checklist will continue to move forward in the process.
	+ Disqualified applications will not move forward in the process and application narratives will not be reviewed by readers. A screening disqualification letter will be sent to Applicants.

### Application Review and Evaluation

* Qualified reviewers will read application narratives posted in the FAAST and determine whether the narrative passes or does not pass (see Attachment 1—21st Century Application Questions, in this RFA):
	+ Application narratives that pass will move forward in the review process for Funding Priority determination.
	+ Application narratives that do not pass will **not** move forward in the review process for Funding Priority determination.
	+ Applications that do not pass the application narrative will receive a letter indicating their results. **Comments will not be requested of or provided by the reviewers. Priorities will not be applied to those applications that are not moving forward in the process.**
	+ All school sites within the grant application will receive the same passing/not passing scores for each question in the rubric (see Attachment 2—21st Century Rubric for Application Narrative, in this RFA).

### Geographic Funding Distribution

* School sites within an application will be assigned to one of six geographic funding categories (northern-urban, northern-rural, central-urban, central-rural, southern-urban, and southern-rural) and be ordered for each individual school site based on funding priority first, then FRPM percentage (refer to Section VII. Funding Priority, A. Geographic Funding Distribution, in this RFA).

### Funding Priority

* Funding priority is only applied to those applications that successfully pass the initial CDE screening and receive a passing score for their narratives.
* Funding priority is determined by **individual school site**.
* There is a maximum of five priority items for 21st CCLC and four priority items for ASSETs. The CDE will begin funding school sites that receive the most priority items. As long as funding is available, sites will continue to be funded down into subsequent priority groups.
* Priority groupings in which there are more school sites than funding is available in the geographic funding distribution categories (refer to Section VII. Funding Priority, A. Geographic Funding Distribution, in this RFA) will be ordered and funded from highest to lowest FRPM percentage. In case of a tie, the CDE will examine the program narrative and fund sites that have the highest passing scores (i.e., sites that have passed the most out of the 12 components).
* School sites requesting Equitable Access funding will only be considered if the 21st Century After School Base grant has been funded through this RFA **and** the Equitable Access application narrative is passed by the reviewers (refer to Section VII. Funding Priority, in this RFA).

### E. **Free and Reduced Priced Meal Determinations**

In determining grant awards, the CDE will consider each school site included in an application as if it were an independent application for that site alone. The FRPM school site data will be retrieved from the CALPADS FY 2020–21 file. Please visit the CDE Student Poverty FRPM Data web page located at [https://www.cde.ca.gov/ds/sd/sd/filessp.asp.](https://www.cde.ca.gov/ds/sd/sd/filessp.asp) The data used represents the count of the FRPM eligible students ages five through seventeen who were enrolled on Census Day, October 2020, and certified through the FY 2020–21 CALPADS Fall 1 submission. Alternative data sources will not be considered for this RFA, only FRPM data as reported through CALPADS. Private schools must document and submit their process for determining FRPM for their school. This process must be approved by the Expanded Learning Division (EXLD).

The school sites will be rank-ordered according to the highest percentage of students eligible for FRPM. Schools with the highest percentage of FRPM eligible students will be awarded grants and funded down the list until all funds are exhausted. An Applicant agency may therefore receive funding for all, some, or none of the school sites contained in the application.

## Eligibility Requirements

Applicants are strongly encouraged to read this entire 21st Century Program RFA and consider all requirements for eligibility, disqualifications, funding priority, and geographic distribution categories prior to submitting an application.

The application must target services to students who attend Title 1 schools with at least 40 percent FRPM that: (1) are implementing comprehensive support and improvement activities, or targeted support and improvement activities under 20 *U.S.C.* Section 6311(d), or (2) have otherwise been determined by the local educational agency (LEA) to be in need of intervention and support to improve student academic achievement and other outcomes, and serve the families of such students.

The application should propose to provide services to schools that enroll students who may beat risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models, and to serve families of such students.

A grant application may propose to serve more than one school site; however, a school site may be included in only one application. If a school site is included in multiple applications by error, then the CDE will contact the Applicant and the school site principal, and will select the appropriate application based on the Applicant’s and school site principal’s designation.

### Eligibility

An “eligible entity”refers to a LEA, community-based organization (CBO), Indian tribe or tribal organization (as defined in 25 *U.S.C.* Section 5130), another public or private entity, or a consortium of two or more such agencies, organizations, or entities (20 *U.S.C.* Section 7171[b][3]). Examples of entities eligible to apply for 21st Century funds include:

* LEAs, including school districts and county offices of education, and direct funded charter schools
* Private schools, provided that they serve public school students
* Nonprofit agencies
* Public entities, city and county government agencies, organizations, or other private entities
* Institutions of higher education
* Native American tribes or tribal organizations
* CBOs
* Current ASSETs grantees, looking to increase their grant amount up to the legislative cap. (Note: If awarded, new funding would only apply to the existing duration of the grant. For example, if the site was initially funded in Cohort 12, the additional funding would align and expire with Cohort 12.)

Eligible entities **may not apply** for this RFA if they are:

* Current ASES programs seeking Before School or Equitable Access funding.
	+ 21st CCLC grantees are not eligible to apply for increased funding or additional components on current grants (i.e., Before School, Equitable Access, Summer), however, current 21st Century ASSETs grantees are allowed to apply for increase funding up to the Legislative cap for their existing grant.

### Good Standing

Currently funded 21st Century ASSETs grantees, and ASES grantees applying to increase school site funding to the legislative cap, or renewing their school’s funding must meet the administrative reporting requirements for FY 2021–22 and be considered in Good Standing to be eligible for 21st Century funds.

Good Standing refers to **all** of the following conditions being met:

* All attendance reports for the grantee have been submitted prior to the reporting deadline and have been found by the EXLD to be complete.
* All expenditure reports for the grantee have been submitted prior to the reporting deadline and have been found by the EXLD to be complete.
* All annual outcome-based data and Annual Performance Report data for the grantee has been submitted prior to the reporting deadline and have been found by the EXLD to be complete.
* All annual audit findings for the grantee have been found by the EXLD to be resolved or are in the process of being resolved to the satisfaction of the CDE.
* All Federal Program Monitoring findings for the grantee have been found by the EXLD to be resolved or are in the process of being resolved to the satisfaction of the CDE.

Good standing is applied at the grantee level. Therefore, if one of the sites in the grant is not in good standing, the grantee is unable to apply for additional funds. If the grantee is determined to be in Good Standing at the time the application is submitted to the CDE, and if all other submission requirements are met, the application will be moved forward in the review process. If the grantee is not in Good Standing at the time the application is submitted to the CDE by Tuesday, November 16, 2021, at 4:00 p.m., the application **will be disqualified** (*EC* Section 8483.7[A][1][G]).

### Grant Reductions

In the past, due to COVID, there has been action to suspend the operation of grant reductions in the 2019–20 and 2020–21 school years. As this RFA is drafted, there are not additional waivers in place to further suspend grant reductions. There may be additional waivers in place that the CDE would honor moving forward. Grantees are still expected to meet attendance targets to the best of their ability. To learn more about target attendance and grant reductions, please visit our Frequently Asked Questions on the CDE Laws and Policy website located at <https://www.cde.ca.gov/ls/ex/lawsandpolicy.asp>.

Grant reductions will not be implemented in 2021–22 due to past COVID related suspensions.

### Federal Debarment

Agencies on the federal debarment list are excluded from federal procurement programs and from receiving federal grants or contracts. Agencies can check their status through the U.S. Department of Labor web page, located at <https://www.dol.gov/agencies/ofccp/debarred-list>, by clicking on the *https://www.sam.gov/portal/SAM/* link under the Instructions heading on this web page. Any Applicant that has been identified with an “Exclusion” on the federal debarment list **will be disqualified**.

### Required Signatures in Blue Ink and Assurances

An original, hard copy, “wet” signature, **using blue ink**, is required on the application Cover Page from the Authorized Agent or Superintendent, and the Co-Applicant. All original, authorized signatures required for this application are due at the time of application submittal to the CDE. **Signature stamps, electronic stamps,** or any form of **reproduced stamp** will not be accepted. Applications without a valid Authorized Agent or Superintendent signature **will be disqualified**. Applications without a valid Co-Applicant signature will be deemed a single entity application and not awarded priority for joint submittal. Original signatures on the Cover Page represent a certification that all of the forms submitted through this RFA have been reviewed, acknowledged, and completed, and that all grant compliance will be shared equally by the signing entities.

All grantees are required to retain copies of signed documents for their records and for audit purposes. Please visit the General Assurances and Certifications on the CDE Funding Forms web page located at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

A designee may provide the authorized signature, in blue ink, as long as a copy of a recent governing board resolution or minutes, specifically authorizing the designee to accept and sign as a proxy for financial statements and legally binding documents, is included with the application materials. In the absence of an authorized signature, the application **will be disqualified**.

All original, authorized signatures of the school principals are due at the time the application forms are submitted to the CDE, or the school site **will be disqualified** (see the Signature and Approvals form in ASSIST).

### Disqualifications

The following items will disqualify applications and/or individual school sites from the funding process:

#### Application Disqualifications

* Application due date: Any application mailed or postmarked past the due date of Tuesday, November 16, 2021 **will be disqualified.** Postmarks will be honored.
* Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.
* FAAST due date: Any application narrative not submitted as final on or before Tuesday, November 16, 2021, at 4:00 p.m., **will be disqualified**.
* **If the applications do not meet the criteria outlined in the screening checklist.**
* Federal debarment: Any Applicant agency on the federal debarment list **will be disqualified**. Applicants can check if they are on the federal debarment list by accessing the U.S. Department of Labor web page, located at <https://www.dol.gov/agencies/ofccp/debarred-list>, and clicking on the *https://www.sam.gov/portal/SAM/* link under the Instructions heading on this web page.
* Application Cover Page: Any application without an original Authorized Agent/Superintendent “wet” signature, **using blue ink**, **will be disqualified**.
* Application Cover Page: Any application without an original Co-Applicant “wet” signature, **using blue ink**, will be deemed a single entity application and will not be granted competitive priority for joint submittal.
* Missing signatures: Any application missing required signatures **will be disqualified**.
	+ Designee signatures: Any application signed by a designee must be accompanied by a copy of a recent governing board resolution or minutes clearly authorizing the Designee to accept and sign as a proxy for financial statements and legally binding documents.
	+ Not in Good Standing: Any application that is submitted from an agency found not to be in Good Standing **will be disqualified**.
	+ Virtual trainings and assessments: All Applicants listed on the ITA must complete a series of virtual trainings and assessments by the specified due date. If the trainings and assessments are not completed by the specified due date, applications **will be disqualified**.

#### Individual School Site Disqualifications

* FRPM Rate: Any school site contained within an application that has an FRPM rate below 40 percent **will be disqualified**. Please visit the CDE Student Poverty FRPM Data web page located at <https://www.cde.ca.gov/ds/sd/sd/filessp.asp>. The data used represents the count of the FRPM eligible students ages five through seventeen who were enrolled on Census Day, October 2020, and certified through the FY 2020–21 CALPADS Fall 1 submission.
* Principal Signatures: Any school site in an application without an original principal “wet” signature, **using blue ink**, on the Signatures and Approvals form **will be disqualified**. (Note: principal’s names are pre-populated based on data in the CDE’s California School Directory located at <https://www.cde.ca.gov/schooldirectory/>.) Please report the update to your district’s County-District-School Coordinator. If time does not permit for the update to be made, line through the name of the former principal, and write in the new principal name. The new principal must sign in blue ink.

Once the original, hard copy, “wet” signature, **using blue ink**, application packet is received by the CDE, applications will be screened by CDE staff based on the disqualification criteria listed above, submission of all required signatures on forms as identified on the Application Checklist (refer to Section IX. Application Checklist, in this RFA), and other requirements identified throughout this RFA. Applicants that are disqualified based on the CDE screening will be notified in January 2022.

## Application and Program Requirements

### Application Narrative

The Quality Standards for Expanded Learning Programs in California (Quality Standards) provide the framework for the online application narrative. Refer to the 21st Century Application Questions (see Attachment 1—21st Century Application Questions, in this RFA) for specific questions that must be addressed in the application narrative. Page and space limitations for each question are indicated in the online application system, which is discussed later in this RFA. The responses required address Quality Standards indicators and 21st Century After School programs requirements (20 *U.S.C.* Section 7174) that include:

1. A description of the activities to be funded, including:
	1. Assurance that the program will take place in a safe and easily accessible facility.
	2. A description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable.
	3. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.
2. A description of how such activities are expected to improve student academic achievement as well as overall student success.
3. A demonstration of how the proposed program will coordinate federal, state, and local programs, and make the most effective use of public resources.
4. Assurance that the proposed program was developed and will be carried out:
5. In active collaboration with the schools that participating students attend (including, through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities (described below in item 8), in compliance with applicable laws relating to privacy and confidentiality.
6. In alignment with the challenging state academic standards and any local academic standards.
7. A description of how the activities will meet the measures of effectiveness described in 20 *U.S.C.* Section 7175(b) (refer to Section V. Application and Program Requirements, K. Measures of Program Effectiveness, in this RFA).
8. Assurance that the program will target students who primarily attend schools eligible for schoolwide programs under 20 *U.S.C.* Section 6314 and the families of such students.
9. Assurance that subgrant funds under this part will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part; and in no case supplant federal, state, local, or nonfederal funds.
10. A description of the partnership between an eligible entity and external organizations, if available, in the community.
11. An evaluation of the community needs, available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families).
12. A demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.
13. A description of a preliminary plan for how the community learning center will continue after funding ends.
14. Assurance that the community has been given notice of an intent to submit an application and that the application will be available for public review after submission of the application. Each Applicant must provide notice to the community to be served by the 21st CCLC program of its intent to submit an application. Applicants can meet this requirement by posting a public notice in the local newspaper, a parent or community newsletter, or an electronic notice on the Applicant’s website.
15. If the eligible entity plans to use volunteers to carry out activities at the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers.

### Authorized Activities

Applicants may include a description of a broad array of activities in their application narratives that advance student academic achievement and support student success (20 *U.S.C.* Section 7175[a]), including:

1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with:
2. The challenging state academic standards and any local academic standards; and
3. Local curricula that are designed to improve student academic achievement.
4. Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
5. Literacy education programs, including financial literacy programs and environmental literacy programs;
6. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
7. Programs that provide After School activities for students who are English Learners (EL) and that emphasize language skills and academic achievement;
8. Cultural programs;
9. Telecommunications and technology education programs;
10. Expanded library service hours;
11. Parenting skills programs that promote parental involvement and family literacy;
12. Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement;
13. Drug—and violence—prevention programs and counseling programs;
14. Programs that build skills in science, technology, engineering, arts, and mathematics (STEAM), including computer science; and that foster innovation in learning by supporting nontraditional STEAM education teaching methods;
15. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness; and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 *U.S.C.* Section 2301 *et seq*.) and the Workforce Innovation and Opportunity Act (29 *U.S.C.* Section 3101 *et seq*.);
16. Summer/Supplemental learning loss; and
17. Social emotional skills that help students set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions.

Please refer to the 21st Century Program Application Questions (see Attachment 1—21st Century Application Questions, in this RFA) for the specific questions that must be addressed in the application narrative. Page and space limitations for each question are indicated in the FAAST online application system.

### Program Elements (After School Safety and Enrichment for Teens)

A high school After School program established pursuant to *EC* Section 8421(b) shall consist of the following two elements:

1. An academic assistance element that shall include, but need not be limited to at least one of the following: tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with *EC* Section 69430) of Part 42 of Division 5 of Title 3. The assistance shall be coordinated with the regular academic programs of the pupils (*EC* Section 8421[b][1][A]); and

2. An enrichment element that may include, but need not be limited to community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology training, physical fitness, and recreation activities (*EC* Section 8421[b][2]).

### D. Equitable Access Narrative (21st Century Community Learning Center Programs Only, if Applicable)

The Equitable Access application narrative should provide a thorough assessment of site-specific needs for Equitable Access to 21st Century programs. Refer to the 21st Century Equitable Access Application Questions (see Attachment 3—21st Century Equitable Access Application Questions, in this RFA) for specific questions that must be addressed in the application narrative. Page and space limitations for each question are indicated in the FAAST online application system.

Programs have utilized these funds for a variety of strategies which include, but are not limited to:

* Providing transportation to the program or from the program to home in the form of purchasing bus tickets, utilizing the schools’ buses or vans and paying drivers to transport students.
* Providing one on one support for specific student population groups, including but not limited to: students with special needs, ELs, etc.

### Co-Applicant and Jointly Submitted Applications

The CDE expects each partner listed as a Co-Applicant on the grant to collaborate and cooperate with regular school academic programs to help students meet state academic standards. Accordingly, 21st CCLC and ASSETs subgrantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, the Superintendent and **each** principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the proposed project along with all Co-Applicants listed on the grant application.

A **joint or co-application** is not merely a partnership where an organization is contracted to provide services. All Co-Applicants listed on the grant are legally responsible to carry out the terms of the grant. A 21st CCLC grant Co-Applicant is an organization/agency that is actively engaged in the planning and implementation of the project and has a long-term commitment of resources (fiscal and human capital). A vendor providing a product or service, such as a series of dance lessons, with no other input or responsibility for the 21st CCLC project is not a Co-Applicant.

Meaningful support and input from Co-Applicants only enhance a 21st CCLC project. The selection of appropriate 21st CCLC project partners is crucial to the quality of project services and the attainment of project outcomes. Also, partnership selection is crucial to the likelihood of each partner achieving their mission and expanding their sphere of influence.

To be considered as a joint or Co-Applicant, the required form must be completed and submitted with this application by all Co-Applicants, ensuring:

1. The LEA and all Co-Applicants collaborated extensively in the planning and design of the program;
2. Each Co-Applicant organization has substantial roles to play in the planning and delivery of services;
3. All Co-Applicant organizations share grant resources to carry out their roles;
4. All Co-Applicant organizations have significant and ongoing involvement in the management and oversight of the program;
5. An agreement between the district/school is signed; and
6. All Co-Applicants and the fiscal agent understand and agree that the fiscal agent cannot act merely as ‘flow-through’ for grant funds.

The CDE strongly encourages Applicants to consult extensively within their communities to ensure that parents, community organizations (public or private), faith-based organizations, colleges/universities, businesses, arts and cultural organizations, and other youth development agencies can work in meaningful collaboration with schools in order to become a 21st CCLC.

The selection of appropriate 21st CCLC project Co-Applicants requires at a minimum the following steps:

1. Reading the entire current 21st CCLC RFA and understanding the purpose and requirements of the grant and how it will be scored.
2. Conducting a needs assessment and analyzing the results to identify the target populations and services needed.
3. Identifying potential Co-Applicants, including educators from the targeted school(s), who have:
	* Missions aligned with the Applicants;
	* Expertise working with the target population(s);
	* Resources needed by the target population(s) and/or Applicants; and
	* A history of working collaboratively with other agencies.

4. All Applicants and Co-Applicants who are funded through this RFA must complete a series of training videos and assessments to ensure a solid understanding of the grant requirements. If either the applicant or co-applicant(s) fails to complete the training videos and assessments by the specified due date, the parties will be removed from the Final ITA List.

### F. Charging Family Fees (Program Income)

Federal statue does not prohibit charging fees. However, the 21st CCLC programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs charging fees may not prohibit any family from participating due to its financial situation because the purpose of the 21st CCLC program is to serve low-income students and families. Per Education Code 8482.6, programs shall waive fees for children who are eligible for free or reduced-price meals, for a child that is a homeless youth, or in foster care. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program in accordance with the district’s policies. Income collected from fees must be used to fund program activities specified in the grant application. All programs must receive approval, in writing, from the CDE prior to implementing a fee-based system. Programs intending to charge fees must:

* + - Clearly indicate the intention to charge fees in the grant application;

• Identify the proposed fees;

* + - Offer a sliding scale, in accordance with district policies, that is thoroughly described in the application;
		- Offer scholarships for those who cannot afford the fees;
		- Certify no student or family member will be excluded from such activities due to their inability to pay established fee;
		- Identify how the agency’s accounting system will be able to accurately track and report both the collection and expenditure of the fees separate from grant fees;
* Identify how fees will be used to support the 21st CCLC program;
	+ - Use all income resulting from the collection of fees exclusively to fund
		21st CCLC activities as approved in the grant application; and
		- Submit additional documentation as required or requested at the discretion of the CDE.

Applicants must complete all the steps described above to receive specific approval from the CDE to charge fees. This includes the Program Income Form and Narrative. If the program is not approved to charge fees the first year, they must obtain approval through the CDE prior to charging fees. All activities related to the collection, reporting, and expenditure of program fees are subject to audit and monitoring activities. No grant funds may be used to support such fee-based/fee-related activities. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, transportation, and penalties such as late pickup fees. The CDE reserves the right to reduce requested funds based on the proposed fees. All Applicants are required to identify their selected program income reporting method. The Code of Federal Regulations (2 CFR Section 200.307) describes the two alternatives for applying program income to the 21st CCLC grants: (1) deducting program income from the total allowable costs to determine the net allowable costs, thus reducing the federal agency’s or sub-grantee’s contributions; or (2) adding program income to the funds committed by the grant, thereby increasing the total amount committed to the grant program.

**NOTE***:* Upon approval from the U.S. Department of Education for the CDE's sub-grantees to collect fees, sub-grantees will be required to submit bi-annual expenditure reports for income collected identifying the amount of fees collected and how fees were expended to support program operation.

### Allowable and Non-allowable Expenditures

Funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or nonfederal funds. Programs may not use 21st CCLC funds to pay for existing levels of service funded from any other source. An agency must ensure that each of those schools receives all of the federal, state, and local funds it would have received in the absence of the
21st CCLC funds. The 21st CCLC funds may not be used for new construction, entertainment, or purchases not directly related to requirements of the grant. All purchases must be reasonable and necessary.

For additional allowable costs, please visit the CDE Direct Services and Administrative Cost Guidance web page about direct services and administrative costs located at <https://www.cde.ca.gov/ls/ex/dirctservguidance.asp>, as well as the CDE Field Trip and Recognition Guidance web page located at [https://www.cde.ca.gov/ls/ex/fieldtripguide.asp](https://www.cde.ca.gov/ls/ex/fieldtripguide.asp%22%20%5Co%20%22Click%20to%20open%20the%20CDE%20Field%20Trip%20and%20Recoginition%20Guidance%20web%20page.%20).

### H. Budget

The grant award cycle will be for five years; however, Grant Award Notifications (AO-400s) will be allocated in annual increments. The AO-400 must be signed and resubmitted every year for the life of the grant award cycle. Carryover from one FY to the next is not allowable for 21st Century grants. Applicants must retain documentation of their budgets for audit and state monitoring purposes for five years.

### I. Payment Schedule

Payments will be issued in five increments each year (*EC* Section **8484.8[e][4][A]**). A list of reporting due dates for 21st Century Programs is available on the CDE 21st CCLC Payment Schedule web page located at <https://www.cde.ca.gov/ls/ex/payments21cclc.asp>. Payments will be withheld if reporting requirements are not met or if the grantee has invoices outstanding for more than 90 days (*EC* **Section 8483.7[a][1][A][vi]**).

| Percent of the TotalFunded Grant Amount Paid Annually | Reporting Requirements |
| --- | --- |
| 25 percent | Payment will be **processed** within 30 days upon the CDE’s receipt of a signed AO-400. |
| 25 percent | On receipt of first quarter expenditure report. |
| 25 percent | On receipt of second quarter expenditure report, first semiannual attendance report, and 80 percent of funds expended from previous payments. |
| 15 percent | On receipt of third quarter expenditure report and 80 percent of funds expended from previous payments. |
| 10 percent | After the grant closes and after all reporting requirements have been met. |

### J. Consultation with Private Schools

Any Applicant that is awarded a grant must provide equitable After School program services to private school students whose school is in the public school attendance area. To the extent consistent with the number of eligible children in areas served by programs covered by this section, a state education department, school district, education service agency, consortium of those agencies, or another entity receiving financial assistance under the program; shall, after timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program (20 *U.S.C.* Section 7881[a][1]).

To identify the private schools located in the attendance area, please visit the CDE California School Directory web page located at <https://www.cde.ca.gov/re/sd/index.asp>. Applicants must retain documentation of the private school consultation certification form for audit and state monitoring purposes. Please see additional information and guidance regarding private school consultation requirements on the CDE Guidance Document web page located at <https://www.cde.ca.gov/sp/sw/t1/privateschoolsvs.asp>.

### K. Measures of Program Effectiveness

Applicants that receive 21st Century funds must use measures of program effectiveness as described in 20 *U.S.C.* Section 7175(b). Grantees must assure that their measures are based on the following criteria:

1. Are based upon an assessment of objective data regarding the need for Before and After School or Summer/Supplemental programs and activities in the school and communities (20 *U.S.C.* Section 7175[b][1][A]);
2. Are based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities (20 *U.S.C.* Section 7175[b][1][B]);
3. If appropriate, will be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards (20 *U.S.C.* Section 7175[b][1][C]);
4. Ensure the measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures (20 *U.S.C.* Section 7175[b][1][D]); and
5. Collect the data necessary for the measures of student success described above (20 *U.S.C.* Section 7175[b][1][E]).

### L. Evaluation Requirements

Applicants receiving 21st Century program funds are required to undergo a periodic evaluation to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success (20 *U.S.C.* Section 7175[b][2][A]). Results of these evaluations shall be:

1. Used to refine, improve, and strengthen the program or activity, and to refine the performance measures (20 *U.S.C.* Section 7175[b][2][B]), and
2. Made available upon public request, with public notice of such availability provided (20 *U.S.C.* Section 7175[b][2][B]).

Each grant program must meet all evaluation requirements, provide evaluation reports, and respond to any additional surveys or other methods of data collection that may be required throughout the life of the program as determined by the CDE (***EC* sections 8482**.3[f][7], **8482**.3[f][8], 8483.3[c][11], and 8484).

All grantees will be required to submit the following as part of their reporting requirements:

* Regular school day attendance using statewide pupil identifiers, for participating pupils who are unduplicated, at the school on an annual basis (*EC* sections 8483.55[c][1][4] and 8484[a][1][A]);
* Program attendance for each student on a semiannual basis (*EC* Section 8484[a][1][B]); and
* Evidence of a data-driven program quality improvement process that is based on the department's guidance on program quality standards (*EC* Section 8484[a][2]).

To the extent consistent with federal and state privacy laws, grantees may submit the following pupil data to an operator of an After School program or Summer/Supplemental program, or both, with which the grantee has a contract (*EC* Section 8484.1):

* School day attendance data (*EC* Section 8484.1[a]);
* Statewide test and assessment scores (*EC* Section 8484.1[b]);
* English language development test placement or reclassification scores (*EC* Section 8484.1[c]);
* California Healthy Kids Survey results in aggregate form (*EC* Section 8484.1[d]);
* Pupil engagement and behavioral data (*EC* Section 8484.1[e]); and
* Other academic measures, including grades and course completion (*EC* Section 8484.1[f]).

### M. Annual Performance Report

A requirement of receiving 21st CCLC funds is that all grantees will need to enter the requested data into the 21 Annual Performance Report (APR) federal data system. The 21APR federal data system can be located at <https://21apr.ed.gov/>.

Part of this requirement includes the Government Performance and Results Act (GPRA). These indicators are measures established by Congress to assess the performance of the 21st CCLC program. The U.S. Department of Education reports annually on these measures to Congress. Most measures are calculated using aggregated data from grades, State assessments, or teacher reported behaviors as provided by States.

**NOTE:** On May 27, 2020, the U.S. Department of Education introduced the revised GPRA measures which will be used for reporting starting in the Spring 2022.

1. Academic Achievement
2. Grade Point Average
3. School Day Attendance
4. Behavior
5. Student Engagement in Learning

More information will be sent out to all grantees once the system has been updated with this new information. In the meantime, all current grantees will continue to report on the information in the 21APR system.

## VI. Application, Reviewers, Scoring and Funding––Including Priorities and Geographic Funding

### A. Application Reviewers

Each grant application narrative will be read and scored through the FAAST online system. Application reviewers will be selected by the CDE for their expertise in providing effective academic, enrichment, youth development, and related services to children; and will not include any Applicant, or representative of an Applicant, that has submitted an application for the current application period (20 *U.S.C.* Section 7171[b][5]).

The review period for the 21st CCLC grant application narratives will begin in accordance with the timeline previously outlined. Application reviewers will evaluate the application narratives to determine the extent to which the applications meet the program quality requirements under 20 *U.S.C.* sections 7174(b) and 7175.

### B. Questions to Be Answered by Applicants

Please see the Quality Standards for Expanded Learning in California web page, located on the California Afterschool Network website at <http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>, which provides the framework for the rubric. Refer to Attachment 1—21st Century Application Questions and Attachment 3—21st Century Equitable Access Application Questions, in this RFA, for specific questions that will be required in the narrative portion of the application.

### C. Scoring

Reviewers will be asked to determine whether application narratives are either Passing or Not Passing, based on whether the narrative adequately describes a quality program using the criteria located in Attachment 2—21st Century Rubric or Application Narrative and Attachment 4—21st Century Rubric for Equitable Access Application Narrative, in this RFA. If the reviewers determine that the narrative describes a quality program then the application will be determined as Passing and will move forward in the review process for funding priority consideration.

If the reviewers determine that the narrative does not describe a quality program, then the application will be determined as Not Passing and will not move forward in the review process. Applicants that receive a Not Passing score will be notified in writing by the CDE and be given the scores for each question in the rubric as determined by the reviewers. Comments from reviewers will not be requested from or provided by the reviewers, thus this will be the only feedback provided for the narrative review process. The professional judgment of the application reviewers will not be considered on appeal absent a showing that the CDE violated a state or federal statute or regulation. Priority will not be considered for those applications that receive a Not Passing score.

## VII. Funding Priority

Applications that pass the narrative review will move forward for funding priority consideration. Funding priority will then be determined for each individual school site listed in the application.

According to both federal and state law, funding priority shall be given to
21st CCLC applications and/or schools if they meet any of the following criteria:

| 21st Century Community Learning Centers Priority Items (Elementary/Middle Schools) | Statutory Authority |
| --- | --- |
| The application proposes to target services to students who primarily attend Title 1 schools, with an FRPM percentage no less than 40 percent, that: (1) are **implementing comprehensive support and improvement activities**, or targeted support and improvement activities under 20 *U.S.C.* Section 6311(d), or (2) other schools determined by the LEA to be **in need of intervention and support** (also Title 1) to improve student academic achievement and other outcomes, and serve the families of such students. | 20 *U.S.C.* Section 7174(i)(1)(A)(I) |
| The application is **jointly submitted** by at least oneTitle I LEA and another eligible entity, orDemonstrates that the LEA or entity is unable to partner with a CBO in reasonable geographic proximity and of sufficient quality.**NOTE**: A justification narrative for why an Applicant is unable to partner with a CBO may be considered by the CDE in order to receive priority consideration for this item. The justification narrative must be included in the application materials submitted to the CDE by the application deadline. | 20 *U.S.C.* Section 7174(i)(1)(B)20 *U.S.C.* Section 7174(i)(2) |
| The application proposes to target services to schools that enroll students who may be **at risk for academic failure**, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models, and serve families of such students. | 20 *U.S.C.* Section 7174(i)(1)(A)(II) |
| The Applicant will **provide year-round expanded learning programming at the school**, including programs that complement existing ASES funded base programs or 21st CCLC base programs included in this RFA. Year-round expanded learning programs are defined as any combination of year-round programming or Summer/Supplemental programming including operation during summer, weekends, or intercession to complement existing ASES programs or 21st CCLC After School Base programs in this RFA. The Applicant is not required to be the same entity that operates the existing program, but shall identify the grantee with whom the Applicant is coordinating for the purpose of providing year-round programming. | *EC* Section 8484.8(e)(3) |
| Replacing the school’s **expiring Cohort 10 21st CCLC grants** if the program has satisfactorily met grant requirements  | *EC* Section 8484.8(e)(7) |

| After School Safety and Enrichment for Teens Priority Items (High School) | Statutory Authority |
| --- | --- |
| The application proposes to target services to students who primarily attend Title 1 schools, with an FRPM percentage no less than 40 percent, that: (1) are **implementing comprehensive support and improvement activities**, or targeted support and improvement activities under 20 *U.S.C.* Section 6311(d), or (2) other schools determined by the LEA to be **in need of intervention and support** (also Title 1) to improve student academic achievement and other outcomes, and serve the families of such students. | 20 *U.S.C.* Section 7174(i)(1)(A)(I) |
| The application proposes to target services to schools that enroll students who may be **at risk for academic failure**, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models, and serve families of such students. | 20 *U.S.C.* Section 7174(i)(1)(A)(II) |
| The application is **jointly submitted** by at least one Title I LEA and another eligible entity, orDemonstrates that the LEA or entity is unable to partner with a CBO in reasonable geographic proximity and of sufficient quality.**NOTE***:* A justification narrative for why an Applicant is unable to partner with a CBO may be considered by the CDE in order to receive priority consideration for this item. The justification narrative must be included in the application materials submitted to the CDE by the application deadline. The justification narrative does not apply to Applicants that are able to partner with a CBO. | 20 *U.S.C.* Section 7174(i)(1)(B)20 *U.S.C.* Section 7174(i)(2) |
| Programs that **previously received funding** for an ASSETs grant, that is **not currently expiring**, **proposing an expansion** to the existing grant (up to the per site maximum), or programs **replacing expiring Cohort 10 grants** that have satisfactorily met grant and attendance requirements. | *EC* Section 8484.8(e)(7) |

For the 21st CCLC, there are five possible priorities and for ASSETs, there are four possible priorities. Funding priority begins with school sites that meet the maximum number of priority items and will continue as far down into subsequent priority groups as funding is available for each geographic category.

If there are more applications than available funds within a priority group, then applications will be ordered, and funded, from highest to lowest percent FRPM. If there are two equal FRPM scores within a priority item group, then the overall count of passing scores for each question in the application narrative, as determined by the reviewers, will be used as a tiebreaker. This process will continue until all funds are exhausted.

School sites requesting Equitable Access funds will be funded only if their After School Base grant has been funded through this RFA **and** the Equitable Access application narrative is passed by the reviewers (see Attachment 4—21st Century Rubric for Equitable Access Application Narrative, in this RFA). Funds are limited to $25,000 per site (*EC* Section 8484.8[b]).

In order to receive priority for year-round expanded learning, the Applicant must operate a current ASES Summer/Supplemental After School program or be requesting and obtain a 21st CCLC After School Base program and After School Summer/Supplemental program through this RFA.

An existing After School Summer/Supplemental grantee may operate a three or six hour per day program (*EC* Section 8483.76[b]). The six hour per day program is funded at a reimbursement rate of $20.36 per student, per day. The minimum funding for an After School Summer/Supplemental program is $10,991.70; however, there is no minimum funding for a Before School Summer/Supplemental program. A Summer/Supplemental grantee that operates a program may open eligibility to every pupil attending a school in the school district. Priority for enrollment shall be given to the pupils enrolled in the school that receives the grant (*EC* Section 8483.76[d]).

For more information on Summer/Supplemental programs, please see the CDE Summer Programs Frequently Asked Questions located at <https://www.cde.ca.gov/ls/ex/summerfaqs.asp>.

### A. Geographic Funding Distribution

Once the funding priority has been determined for each site, the CDE will next determine the geographic funding distribution based on federal (20 *U.S.C.* Section 7174[f]) and state statutes. According to state requirements (*EC* sections 8423[a][1] and 8484.8[k][1]), equitable distribution of funds shall be awarded to Applicants in northern, central, and southern California, and in urban and rural areas of the state. The following definitions will be utilized for the geographic funding determination:

1. Northern California means California County Superintendents Educational

Services Association regions 1 through 4, inclusive (*EC* sections

8423[a][2][B] and 8484.8[k][2][B]).

1. Central California means California County Superintendents Educational

Services Association regions 5 through 8, inclusive (*EC* sections

8423[a][2][A] and 8484.8[k][2][A]).

1. Southern California means California County Superintendents Educational

Services Association regions 9 through 11, inclusive (*EC* sections 8423[a][2][C] and 8484.8[k][2][C]).

1. Urban and rural areas shall be as defined by the United States Census Bureau (*EC* sections 8423[a][2][D] and 8484.8[k][2][D]).

School sites in an application will be assigned to one of six geographic funding categories. Sites will be placed in order based on funding priorities and then FRPM percentage. The six geographic funding categories are as follows:

1. Northern-Urban
2. Northern-Rural
3. Central-Urban
4. Central-Rural
5. Southern-Urban
6. Southern-Rural

Funding amounts per geographic funding category will be based on the statutory requirements for how funds are to be allocated for the 21st CCLC and will be based on the percentage of students that qualify for FRPM compared with the statewide total number of students, per geographic category.

Sites can determine their Rural and Urban Classifications by visiting the National Center for Education Statistics (NCES) online tool located at <https://nces.ed.gov/ccd/schoolsearch/>, and entering the search criteria as directed. Sites in the NCES database are identified in one of the following classifications:

| Urban Classification | Rural Classification |
| --- | --- |
| 11—City, Large | 31—Town, Fringe |
| 12—City, Midsize | 32—Town, Distant |
| 13—City, Small | 33—Town, Remote |
| 21—Suburb, Large | 41—Rural, Fringe |
| 22—Suburb, Midsize | 42—Rural, Distant |
| 23—Suburb, Small | 43—Rural, Remote |

If a school site is unable to identify their classification using the NCES website, then the CDE will determine their classification by identifying adjacent schools surrounding the school site.

## VIII. Appeals

### **A. Letter of Appeal**

Applicants who wish to appeal the email notification of the CDE screening disqualification or ITA decision must submit a letter of appeal to the CDE within 30 days of the CDE’s action. **Appeals are limited to the ground that the CDE’s action(s) violate(s) a state or federal statute or regulation.** The professional judgment of the application reviewers will not be considered on appeal absent a showing that the CDE violated a state or federal statute or regulation. An Applicant may be represented by counsel.

The letter of appeal must have an original, hard copy, “wet” signature, **using blue ink**, from the Authorized Signature or the Designee. The appeal should be mailed or hand delivered to:

21st Century Grant Application Appeals

California Department of Education

Expanded Learning Division

1430 N Street, Suite 3400

Sacramento, CA 95814-5901

**The CDE must receive the Letter of Appeal** **within 30 calendar days of the email notification of disqualification or the ITA announcement posted on the CDE web page. Postmarks will honored. Emailed letters of appeal will not be accepted.**

The letter of appeal shall include:

1. A clear and concise statement of the action being appealed;
2. The legal authority (statute and/or regulation) relied upon for the appeal position;
3. The specific evidence being submitted to support the appeal; and
4. The specific remedy sought.

### B. Hearing

If an Applicant timely requests a hearing, it will be held within 30 calendar days of receipt of the letter of appeal. At least 10 calendar days written notice of the time and place of the hearing will be given. The hearing will be on the record.

#### Hearing on the Record

A hearing on the record is a process for the orderly presentation of evidence and arguments by the parties (Applicant and the EXLD staff). An impartial panel conducts the hearing entirely on the basis of briefs and other written submissions unless:

1. The impartial panel determines, after reviewing all appropriate submissions, that an evidentiary hearing is needed to resolve a material factual issue in dispute.
2. The impartial panel determines, after reviewing all appropriate submissions, that oral argument is needed to clarify the issues in the case.
3. At the party’s request––if after consultation with the parties in person or by conference telephone call, the impartial panel determines that an evidentiary hearing or an oral argument is needed.

### C. Decision

1. The impartial panel shall issue a decision in writing, by 30 calendar days after the submission of the case. The panel shall send the decision by registered mail to the representatives of the Applicant. The decision shall be the final administrative action afforded the Applicant.
2. The CDE may rescind its earlier disqualification based on the panel’s decision.
3. If the CDE does not rescind its final administrative action, the Applicant may appeal to the Secretary of the U.S. Department of Education (Secretary). The Applicant shall file a notice of appeal with the Secretary within 20 days after the Applicant has been notified by the CDE of the results of the CDE’s review.

Appeals to the Secretary should be sent to:

U.S. Department of Education

Assistant Secretary for the Office of Elementary and Secondary Education

400 Maryland Avenue, SW

Washington, DC 20202

## IX. Application Checklist

**Required ASSIST Form Submissions––**Applicants that do not have an existing logon to access and apply through ASSIST may request a hard copy application up until the day prior to the application due date. Please contact the RFA helpdesk for further information and instructions (see Contact Information, page ii, in this RFA). Applicants with ASSIST logons must complete the application using ASSIST.

**Each of the forms listed below must be downloaded, completed, signed (original, hard copy, “wet” signatures, using blue ink), and mailed to the CDE no later than Tuesday, November 16, 2021 or the application will be DISQUALIFIED. Postmarks will be honored.**

* Cover Page (refer to Section IV. Eligibility Requirements, E. Required Signatures in Blue Ink and Assurances, in this RFA)
* Co-Applicant Information (if applicable)
* Authorized Designee Form (refer to Section IV. Eligibility Requirements, E. Required Signatures in Blue Ink and Assurances, in this RFA)
* Signature and Approvals (refer to Section IV. Eligibility Requirements, E. Required Signatures in Blue Ink and Assurances, in this RFA)
* Award Calculator (no signatures required)
* Private School Consultation Certification (refer to Section V. Application and Program Requirements, J. Consultation with Private Schools Section, in this RFA; no Co-Applicant signatures required)
* Funding Priority Certification (signatures required)
* Disqualification Form (signatures required)
* Education Code Certified Assurances (signatures required)
* Equitable Access Certified Assurances (21st CCLC elementary/ middle only, if applicable)
* Co-Applicant/Partner Agreement Form (signatures required)
* Program Income Form (signatures required if applicable)
* Program Income Fee Survey Form (if applicable)
* Program Income Fee Survey Narrative (if applicable)
* Off-site Program Information (ONLY if proposing to run a program at a location other than the regular school day site; no Co-Applicant signatures required)
* Federal Funding Accountability and Transparency Act (FFATA) Form (only needs to be submitted by Non LEA’s)

**Additional ASSIST Forms**—**Each of the forms listed below must be entered into ASSIST manually by the Applicant by November 16, 2021, 4:00 pm at** [**https://www3.cde.ca.gov/ASSIST/index.aspx**](https://www3.cde.ca.gov/ASSIST/index.aspx)**. These forms are no longer required to be submitted in hard copy, however applicants should retain these forms for their records.**

* Core Grant Budget
* Equitable Access Grant Budget
* ESSA Certified Assurances

Additional Forms Download (located on the CDE website at <https://www.cde.ca.gov/fg/fo/r27/cclc22assist.asp>—not in ASSIST)

* Funding Priority Certification Justification Narrative (if unable to submit jointly; refer to Section VII. Funding Priority in this RFA; no signatures required)

**FAAST Application Narrative—Each of the items listed below must be entered or uploaded into FAAST and Submitted as Final no later than Tuesday, November 16, 2021, at 4:00 p.m. You can access the FAAST Submittal Tool at** <https://faast.waterboards.ca.gov/>. **No hard-copy submissions to the CDE are required or will be accepted as completion of these items. Only one FAAST narrative is allowable per ASSIST application.**

* Input the Grant Application identification number located on the ASSIST forms into the FAAST online application system (see the 21st Century Grant Application Identification Number located at the top of the ASSIST forms).
* Upload the Application Narrative and supporting attachments into the FAAST online application system and **Submit as Final**.

### ATTACHMENT 1—21st Century Application Questions

The Quality Standards for Expanded Learning in California provide the framework for the 21st CCLC Application questions, which must be answered online through the online FAAST. The questions address 21st CCLC expanded learning program requirements and Quality Standards indicators considered essential for a high-quality expanded learning program.

Application reviewers will read each application as a whole (i.e., holistic approach) and score the narratives as Passing or Not Passing after considering individual responses to questions (i.e., focused approach).

The EXLD adopted the Quality Standards and introduced requirements for continuous quality improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities for students. Applicants are encouraged to respond to all questions, considering the needs of the expanded learning program community (i.e., collaborating with all stakeholders and designing the program with the intent of encouraging student success). Describing the community needs is under Quality Standard 8—Clear Vision, Mission, and Purpose; however, being intentional about meeting the needs of the community is part of every Quality Standard. For example:

* How and what type of healthy nutritional practices will be in place that will meet the needs and interests of the students being served and their families?
* What communication strategies work better for maintaining strong relationships with the principal or parents at a specific school in that community?
* Considering the students served by the program and the community they live in, what are the best ways to encourage students to meet, discuss concerns, and provide feedback to the program? What are the issues in the community that would spark their interest in taking leadership roles?
* What sustainability plan makes sense for the type of community where the program is located?

Each section and corresponding question will appear in the FAAST online system along with specific page and space limitations.

#### 1. Safe and Supportive Environment

* If the program will be located off campus, how will students travel safely to and from the program site?
* What initiatives and measures will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff?
* How will the program provide a safe and supportive environment for the developmental, social emotional, and physical needs of students?

Promising Practices for High-Quality Programs

* Staff members are easily identifiable to students, families, and other stakeholders (e.g., staff shirts, vests, badges).
* Staff, students, families, and school partners understand where students are located throughout the duration of the program.
* Staff members are trained in safety and first aid.
* Incidents will be clearly documented (i.e., written reports and phone records), and communicated to the appropriate people and/or entities.
* Program will maintain a current and easily accessible list of emergency contacts for students.
* Program will provide an environment that supports nurturing and supportive relationships.

Staff and students share the responsibility of creating a sense of community.

#### 2. Active and Engaged Learning

* In what ways are the planned program activities engaging and based on the school and community needs for an After School, Before School, intersession, vacation, weekend, or Summer/Supplemental program? **(For ASSETs, provide examples for both secondary and workforce preparation.)**

An Applicant that offers Summer/Supplemental programming to complement existing ASES or 21st CCLC funded After School programs is not required to be the same entity that operates the existing program, but must identify the grantee with whom it is coordinating for the purpose of providing year-round programming (*EC* Section 8484.8[e][3]).

* How are the program activities expected to contribute to the improvement of student academic achievement as well as overall student success?
* How will student feedback, assessments, evaluations, and integration with the instructional day be used to guide the development of training, curricula, and projects that will meet students’ needs and interests?
* If your school site is closed and your program has to run virtually, what strategies will you use to continue running a high-quality, engaging virtual program?

Promising Practices for High-Quality Programs

* The program provides a variety of hands-on, project-based activities.
* Activities are engaging and of high interest and relevance to the lives of the students.
* The program is designed to promote active learning.

#### 3. Skill Building

* What 21st Century knowledge and/or skill(s) will students master when participating in projects, activities, and events based on the specific student needs at a site or groups of sites?

(Please visit the Information about 21st Century Skills found at the CDE’s Partnership for 21st Century Skills web page located at <https://www.cde.ca.gov/eo/in/cr/p21cskls.asp>).

Promising Practices for High-Quality Programs

* The program intentionally links its goals and curricula with 21st Century skills (e.g., creativity, critical thinking, and information and communication technology).
* Activities are engaging and sequenced to provide students with the opportunity to achieve mastery.
* The program provides hands-on, project-based learning that will result in culminating products or events.
* There are opportunities for students to work in collaborative group settings and practice teambuilding and effective communication.
* Students are able to make linkages between program activities and their lives outside of the program.

#### 4. Youth Voice and Leadership

* What opportunities and physical meeting location/space are provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership?
* How will students in lower grades be able to make choices when participating in program activities, and how will students in higher grades actively exercise their leadership skills in addressing real-world problems that they identify in their communities (e.g., service-learning)?

Promising Practices for High-Quality Programs

* The program gathers student input when designing the program and activities.
* Students are provided with ongoing leadership opportunities that help staff plan the program.
* There is shared ownership of the program by both staff and students.
* The staff is trained to facilitate youth voice and to recognize the leadership potential of all students.

#### 5. Healthy Choices and Behaviors

* What types of healthy practices and program activities will be aligned with the school wellness plan?
* How will the program incorporate healthy nutritional practices, and what types of daily developmentally appropriate and/or research-based physical activities will the program conduct? Include any collaborative partnerships with wellness organizations.
* How will the program staff model a healthy lifestyle and maintain a healthy culture and environment?

Promising Practices for High-Quality Programs

* The program promotes student well-being through daily physical activity.
* Staff members model good nutritional choices and participation in physical activities during the program.
* Staff understand how the knowledge and behaviors around health contribute to the academic performance and the social emotional well-being of the students.

#### 6. Diversity, Access, and Equity

* How will information about the program, including its address, be disseminated and made understandable and accessible to the community?
* How will information about the program be communicated to all students at the school site to encourage diverse participation?
* How will the program create an environment that promotes diversity and provide activities and opportunities to celebrate students’ cultural and unique backgrounds?
* How will the program reach out and provide support to students with disabilities, ELs, and other students who have potential barriers so they can participate in the program?

Promising Practices for High-Quality Programs

* The program states its explicit commitment to diversity and equity through its outreach materials and/or policies.
* The program promotes an environment in which staff and students are comfortable sharing from their diverse backgrounds.
* The program provides a welcoming environment by representing the diversity of students though program activities, curricula, displays, and communication.
* Accommodations and/or adaptations are made to provide access to the program and its activities to all students.

#### 7. Quality Staff

* What is the planned recruitment and hiring process for staff, and how will staff members’ experience, knowledge, and interests be considered?
* If the program will use volunteers, how will recruitment of volunteers be conducted to ensure they are qualified persons? (Indicate if program[s] will not use volunteers.)
* What type of continuous professional development will be provided to staff, and what is the schedule?

Promising Practices for High-Quality Programs

* The program actively attempts to recruit and hire qualified staff members representative of the community of the students served.
* The staff is committed to building positive relationships with each other, their students, and parents.
* The program supports staff with information about program requirements, budgets, and any information that affects the day-to-day operation of the program.

#### 8. Clear Vision, Mission, and Purpose

* What are the needs of the students in the specific communities (by program site or groups of similar program sites), how are the needs identified (i.e., the methods and how effective they are), the resources available, and how will those needs be addressed, including the needs of working families? (Community needs could be assessed in terms of, including but not limited to, percentage of ELs, dropout and absenteeism rates, academic performance, health related factors, family related stresses, and other community factors.)
* How has the program engaged or how will it engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other partners) in the creation of the program mission, vision, goals, and expected outcomes based on the needs of the specific community?
* What strategies will be used to share the program’s mission, vision, goals, and expected outcomes with stakeholders?

Promising Practices for High-Quality Programs

* The program monitors its progress toward its goals and outcomes.
* Activities are designed to reflect the mission, vision, and purpose and make progress toward the program’s goals and desired outcomes.

#### 9. Collaborative Partnerships

* What system will be in place to ensure a collaborative and complementary partnership with the instructional day staff?
* Which federal, state, local programs, or CBO(s) will be key partners with the expanded learning program? For each key partnership, include:
* The name of the partner(s).
* How the partnership will benefit the program (resources and/or support received).
* How often the program will meet with the partner(s) at the grant and site level.
* Written agreements (these may be uploaded as separate attachments in FAAST).
* What ongoing outreach efforts will take place with other potential public and private programs partners in the community (rural and frontier programs might need to seek resources outside of their immediate communities)?
* What culturally and/or linguistically appropriate strategies will be used to engage families as advocates for their children’s education and healthy development?

Promising Practices for High-Quality Programs

* When developing formal partnerships, the program will have written agreements and hold regular meetings; including site staff, to agree on program goals design, program impact on students, and areas of growth based on program evaluation.
* Staff members are made aware of services in the community and school in order to communicate and connect parents to information and available services.

#### 10. Continuous Quality Improvement

* What measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instructional day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities? How are these measures coherent with the instructional day and the goals of the program?
* How (i.e., methods, tools, strategies, and frequencies) will the program engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California*? Please visit the Quality Standards for Expanded Learning in California web page located on the California Afterschool Network at <https://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>.
* What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, improve, and strengthen the quality of the program? Please visit the CDE Guidance for a Quality Improvement Process web page located at <https://www.cde.ca.gov/ls/ex/cqiguidance.asp>.

Promising Practices for High-Quality Programs

* The program will establish a clearly defined CQI process (i.e., assess and improve) with a program improvement plan that outlines improvement goals and action steps through feedback from staff, students, parents, and kindergarten through twelfth grade partners and monitors progress toward goals and outcomes.
* All staff members are aware of the improvement goals, related activities of the site’s program improvement plan, and any role and/or responsibilities they have in implementing the plan.

#### 11. Program Management

* How will the program funding relate to the program vision, mission, and goals for each site or groups of sites (budgets may be uploaded as separate attachments in the FAAST)?
* What is the program organizational structure and role of staff (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication?
* What strategies will be used to create and maintain relationships and ensure communication with external stakeholders such as parents, subcontractors, and community partners?
* How will managers at all levels develop their leadership skills and stay apprised of research and best practices in the field of expanded learning?

Promising Practices for High-Quality Programs

* The program will have the appropriate insurance to protect staff, administrators, volunteers, students, and parents.
* The program will maintain written agreements that define roles and responsibilities of all subcontractors and partners.
* The program will keep a well-documented budget with line item expenses and the duration and amount of each revenue source.
* The program will revisit its budget regularly and allow flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year.

#### 12. Sustainability

* What sustainability plan is in place that will allow each Applicant, including school districts and other government agencies, to possess sufficient fiscal resources in order to operate the program for a period of up to 90 days without funding from the State? (This figure should be a minimum of 25 percent of the annualized total of the contract beyond any other fiscal resources being held for other contractual obligations.)
* List and describe what are possible partnerships and funding sources (cash, line of credit, emergency loans, etc.), what is the schedule for revisiting the sustainability plan, and who is responsible for resource development?

Promising Practices for High-Quality Programs

* Staff has strategic plans to use current funding efficiently.
* The program, staff, and participants continually share their experiences and success with supporters to honor their contributions.
* Fiscal resource information should be specific (e.g., bank or lender name, address, contact name of bank representative[s], and/or name of the holder on the account) to ensure information provided by the Applicant can be confirmed by the EXLD.

### ATTACHMENT 2—21st Century Rubric for Application Narrative

Passing

Provided information that was clear and complete. Needs of the community were adequately described and addressed using data. Demonstrated ongoing partnerships with the community and regular instructional day.

Not Passing

Provided information that was not clear and not complete. Needs of the community were vague and failed to demonstrate or discuss ongoing partnerships with the community and regular instructional day.

### ATTACHMENT 3—21st Century Equitable Access Application Questions

The following questions must be addressed in the Equitable Access program narrative by all Applicants. The rubric is based upon the CDE’s Twelve Quality Standards for Expanded Learning Programs. Applicants should consider the program elements as described in the Equitable Access Narrative section of this RFA.

Each section and corresponding question will appear in the FAAST online system along with specific page and space limitations.

1. Transportation and Access Needs

* How were the transportation needs and access to the program(s) assessed?
* What are the transportation and access issues for the program site(s) (e.g., programs located in rural areas, programs located off the school site, high-crime neighborhoods)?
* How many students in the 21st CCLC program are likely to be affected by a lack of access to programs, such as students receiving special education services or ELs?

2. Meeting Program Access Needs

* How does the plan provide for increased and Equitable Access to the
21st CCLC program participants (i.e., how the Equitable Access funds will improve or mitigate the access issues among students), including any current or potential collaborative partners?

### ATTACHMENT 4—21st Century Rubric for Equitable Access Application Narrative

Passing

Provided information that was clear and complete. Analyzed student transportation needs and described how to increase student access to the program.

Not Passing

Provided information that was not clear and not complete. Student transportation needs were vague and failed to demonstrate how to increase student access to the program.

### ATTACHMENT 5—Key Terms

21st **CCLC** refers to the federally funded 21st Century Community Learning Centers for Elementary and Middle/Junior High School Program.

**Applicant** refers to the primary or lead agency or organization requesting funding through this Request for Applications.

**ASES** refers to the state funded After School Education and Safety program.

**ASSETs** refers to the federally funded 21st Century High School After School Safety and Enrichment for Teens program.

**ASSIST** refers to the online reporting After School Support and Information System.

**Attendance Area** refers to the boundaries of the school district.

**Authorized Signature** refers to the signing executive of the organization. Authorized signatures from the following individuals are also acceptable:

* Local education agency: Superintendent of a local education agency, county offices of education or school district, or charter school governing board authorized signature
* School: Principal or executive director of a school
* Non-local education agency Co-Applicant: The chief executive officer of the nonprofit or government agency (a county board of supervisors or city council)

**NOTE***:* Designees **will** be accepted with a copy of a recent governing board’s resolution or minutes authorizing them to sign as a proxy for financial statements and legally binding documents.

**CALPADS** refers to the California Longitudinal Pupil Achievement Data System.

**CBO** refers to a community-based organization.

**CDE** refers to the California Department of Education.

**CDS Code** refers to the County-District-School code assigned by the CDE when a school is established.

**Co-Applicant** refers to a true partner (other than the named Applicant) that jointly submits the application and shares all decision making and grant responsibilities with the Applicant, including all assurances and fiscal reporting requirements. A Co-Applicant is required in order to receive priority as a jointly submitted application.

**Disqualification** refers to the ineligibility of an application or site if requirements are not met in accordance with the instructions as established in this RFA.

***EC*** refers to the California *Education Code*.

**Eligible Entity** refers to a local educational agency, community-based organization, Indian tribe or tribal organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities.

**ESEA** refers to federal Elementary and Secondary Education Act intended to improve educational equity for students from lower-income families by providing federal funds to school districts serving economically disadvantaged students.

**ESSA of 2015** refers to the reauthorization of the ESEA to Every Student Succeeds Act.

**EXLD** refers to the California Department of Education, Expanded Learning Division.

**Expanded Learning Programs** refer to Before School, After School, or Summer/Supplemental learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

**FAAST** refers to the Financial Assistance Application Submittal Tool, an online application system that allows potential funding recipients to apply for a grant offered by various state agencies. Applicants are required to upload their narratives into this online system.

**Federal Debarment** refers to any Applicant that has been banned, suspended, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency. Agencies that are on the federal debarment list are excluded from federal procurement programs and from receiving federal grants or contracts.

**Fiscal Year** refers to the time period of July 1 through June 30.

**FRPM** refers to Free and Reduced-Price Meals.

**Geographic Funding Distribution** refers to the six geographic categories of the state used for equitable funding determination (northern-urban, northern-rural, central-urban, central-rural, southern-urban, and southern-rural).

**Good Standing** refers to the status of a current grantee’s completion of program reporting requirements.

**Grantee** refers to an Applicant who has a current, approved grant (Form AO-400 Grant Award Notification) for ASES, 21st CCLC, or ASSETs grant funds.

**Jointly Submitted** refers to the Applicant and Co-Applicant forming a commitment above and beyond having a community partnership. Joint submission requires one or more local education agency and/or eligible entity to co-apply and sign all required documents as Co-Applicants, indicating their intent to and acceptance of, the responsibilities of the grant requirements as stated in the Request for Applications. An Applicant that is jointly submitted with another qualifying entity will receive this priority item.

**LEA** refers to the local educational agency, consisting of county offices of education, districts, and direct-funded charter schools.

**Non-LEA** refers to nonprofit and for-profit agencies, city and county government, and community-based organizations (including: faith-based organizations, private entities, private schools, and consortia of two or more of the above agencies).

**Original Signature** refers to an original, hard copy, “wet” signature, **using blue ink**, from an Authorized Signature, Designee, or Co-Applicant. For the purpose of this Request for Applications––signature stamps, electronic stamps, or any form of reproduced stamp will not be considered as original.

**Program Improvement** refers to the formal designation for Title I-funded schools and LEAs that fail to make Adequate Yearly Progress for two consecutive reporting cycles.

**Quality Standards** refers to the Quality Standards for Expanded Learning in California.

**RFA** refers to this Request for Applications.

**Subgrantee** refers to the Applicant that is applying for 21st CCLC funds from the CDE. This definition applies to the language contained in the Federal Funding Accountability and Transparency Act form.