



Welcome, introductions and housekeeping.

The 21st Century Community Learning Centers (21st CCLC) Grant Program's focus is to provide expanded academic enrichment opportunities for children attending low-performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling and character education to enhance the academic component of the program.



OUR WEBSITE

www.michigan.gov/21stcclc

2



Lots of information and sample forms can be found on the website.



21ST CCLC BASICS

- ESEA Title IV, Part B (No Child Left Behind Act)
- Michigan anticipates receiving \$37M in FY2014
- \$18 M for new grants in Cohort I
- \$17.1 M for Cohorts G & H continuation grants
- Competitive grant
- Consistent with Michigan State Board of Education Mission and Priorities

3



A small percentage of the total allocation received is used for state administration and technical assistance activities.



21ST CCLC BASICS

Initial year for Cohort I

- 07/01/14-06/30/15

Four continuation years possible

- 07/01/15-06/30/16
- 07/01/16-06/30/17
- 07/01/17-06/30/18
- 07/01/18-06/30/19

Next round in 2017-18?

4



The continuation years and the next round all depend upon continuation of federal funding.



21ST CCLC PURPOSES

Federal Priorities

- Academic Enrichment
- Tutorial Services
- Homework Help
- Federal Targets

5



Academic Enrichment includes expansion of school day curricula and using hands-on, active learning model

See page 2 of the Grant Announcement (instructions) for detail of Federal Targets.



21ST CCLC PURPOSES

Other Activities

- Youth development
- Drug and violence prevention
- Counseling
- Character education
- Art and music
- Recreation and sports
- Technology education
- Health and nutrition

6



A well-rounded, comprehensive program would include all or most of these activities.



21ST CCLC PURPOSES

Services to Students' Families

- Family literacy and educational development
- Family involvement in education
- Family technology education

7



U.S. Department of Education is putting more emphasis on services to families. Services to families goes beyond once a month "Family Nights." Mention that Weikart Center - TACSS has done a pilot Family Engagement Project.



ELIGIBLE APPLICANTS

- Local Education Agencies (LEA)
- Colleges and Universities
- Faith or Community-Based Organizations
- Consortia (partnerships of the above)

Must propose service to students who attend schools with a minimum of 30% eligibility for free and reduced price meals

8



LEAs include Local School Districts, Intermediate School Districts/Regional Educational School Districts, and Public School Academies/Charter Schools. The target population is determined by the school the students are attending. Eligible schools and priority will be discussed later.



ELIGIBLE APPLICANTS

- Current grantees
- Applicants may apply for multiple grants to serve different groups of students (at different schools)
- Previous cohorts may re-compete

9



Current Grantees – Non-duplication of effort means they may not serve schools that are already funded with 21st CCLC dollars.

Different groups of students does not refer to different grade levels from the same school.

Previous cohorts may apply to serve schools whose funding has ended.



FUNDING RANGE

Minimum grant award is \$50,000 per year

Maximum grant award is \$135,000 per site

- 4 days per week for 2.5 hours per day
- 32 weeks during the school year
- 6 weeks during the summer
- Total of 38 weeks
- Require 320 hours during the school year and 60 hours during the summer

Maximum of 5 sites per application

10



Please note the hours and weeks required are minimums - more is better.

Caution to applicants - write for the capacity you have to expend funds.

Do not expect that you will have unlimited resources or that you will enroll every student in the school.

Remember this is a reimbursement program!



APPLICATION REVIEW PROCESS

Grant reviewers needed

Scored according to rubrics

Maximum score of 114 + 25 priority
points = 139

Review panel

- Team of 3 per application
- Reviewer training and consensus is required

11



The points have been changed to streamline the scoring and reduce subjectivity.

A peer review process is utilized by MDE.

Rubrics begin on page 10 of the Grant Announcement (instructions)

Persons choosing not to apply may wish to volunteer to review applications. This is a good way to learn about the requirements needed to write a winning application.

Persons involved in the development of a proposal or associated with a district or agency submitting a proposal may not serve as peer reviewers.



APPLICATION REVIEW PROCESS

Rank order according to score

Additional factors may apply

- Duplication of effort
- Duplication of funding
- Superintendent priorities
 - Geographical distribution
 - Evidence of previous successful grant performance

12



Note: Carefully review all of the application instructions



FORMS

- New design
- Fillable in MS Word
- Note header for each section:
 - Directions
 - Page limit
 - Font and size

13



Review forms document and the new design for Cohort I



COVER OF APPLICATION

- Identify applicant organization
- Identify co-applicant
- List the school(s) to be served
- Original signature of applicant's authorized official in **BLUE INK** on original application

14



LORRAINE

Refer to Grant Application forms on the website: michigan.gov/21stccclc under "NEW"

This is the fiscal agent - complete all requested information

A co-applicant is a district or agency, not the fiscal agent, that is a true partner on the application (shares decision-making responsibilities)

No more than 5 sites may be funded per application



ASSURANCES

- Official's signature in **BLUE INK** on the original application
- Affirms that the applicant will comply with all requirements
- The application is a **BINDING CONTRACT** if the grant is awarded

15



LORRAINE

See forms document pages 1a through 1d

Please note Specific Program Assurances

Remember when you write this application you are required to implement all of the components included



CO-APPLICANT AGREEMENT

- Include only if:
 - Application is a partnership between an LEA and a Faith or Community-based Organization
 - Application is a partnership of several eligible agencies or LEAs
- The applicant **is** the fiscal agent

16



LORRAINE

Co-applicant is recommended but not required. Priority is given to co-applicants that are LEA and FBCO

Give definition between a co-applicant and a partner. Give guidance to participants on picking a good co-applicant and that they have an MOU-out clause.

- Copy page 2 for more partners if needed
- Original must have signatures in **BLUE INK**

Second Screen: Forms - page 1c



ACKNOWLEDGMENT OF INTENT TO COLLABORATE

- 9 points
- Instructions, page 10
- Form, page 3
- Letters may be used
- May duplicate as necessary
- Clearly identify agency and sector
- Describe coordination
- Organize by sector

17



LORRAINE

Organize the forms and letters into separate types of form



SCHOOL BUILDING VERIFICATION OF PARTICIPATION

- 3 points
- Instructions, page 11
- Form, page 4
- Required for all applicants
- Need from superintendent AND principal of **each** school identified for services
- Verifies how the school will collaborate with the applicant
- One per school

18



Superintendent & Principal are signing a contract



PROJECT ABSTRACT

- 3 points
- Instructions, page 12
- Form, page 5
- Used to provide brief information about the project
- Often copied to represent the project to the public
- Use 3rd person
- **Do not include attachments**

19



LORRAINE

See forms document page 4



ASSESSMENT OF NEED

- 12 points
- Instructions, page 13
- Forms, pages 6-6a
- Complete each section in the space provided
- Include data to support need

20



Forms pages 6 & 6a

Applicants should consider appropriate data sources and be sure to explain briefly how this data was obtained.

For example:

Was a community needs assessment done?

Were student test scores reviewed?

What were the numbers?



PRIORITY POINTS

- 25 points total
- Instructions, page 14 and page 30
- Complete MDE Data Form
- MDE Assessment of Need - Priority Points Data File
- Points based on percentage of schools meeting various priorities

21



These are posted as separate documents on the www.michigan.gov/21stCCLC website .

Applicants should review possible priority points before beginning the application because priority points will be crucial in the determination of funded programs.

If there are zero or low priority points, applicants may want to adjust the target population/school to be served.



IS THIS SCHOOL ELIGIBLE?

- We recommend checking each building's Free and Reduced Price Meal percentage to confirm 30% school eligibility level.
- MDE Data Form – page 30
- MDE Assessment of Need – Priority Points Data File will be posted on our website: www.michigan.gov/21stcclc

22



LORRAINE

The link to the data file is also in the instructions on page 14.

Demonstrate completing the MDE Data Form.

Break here???



QUALITY OF PROJECT MODEL

- 30 points
- Instructions, pages 15-17
- Forms, pages 7 – 7h
- Address the topic listed
- Each page begins a new section/bullet
- 9 pages total

23



Quality is the key to high scoring applications – stress writing to the rubrics
Don't assume readers know anything about your program or community.



FACILITY DESCRIPTION

- 6 points
- Instructions, page 18
- Form, page 8
- Licensing of sites – Public Act (P.A.) 116
- Check if site is students' home school
- How students will be transported or escorted if non-school sites are to be used

24



Licensing information may be found at michigan.gov/dhs (go to Licensing and then Child Care)

Licensing webpage (www.michigan.gov/dhs)

Make sure to attach relevant information from BCAL (license, application, or modification request letter,)

For HS enter 0 in license number and attach assurance that program will meet the MOST Standards of Quality

Transportation is not required if the program is provided in the school building.

If it is a rural location transportation after the program may be a local need. If so, examine your budget to include transportation costs.



PROGRAM PERSONNEL

- 9 points
- Instructions, page 19
- Form, page 9
- Full-time project director
- Full-time site coordinator(s)
- Required staff to student ratios as defined in Michigan Out-of-School Time Standards of Quality

25



For bullets 4 & 5: See description on p. 19 of instructions

Last bullet: There is a link to the Model Standards on p.19 of instructions



PROFESSIONAL DEVELOPMENT

- 6 points
- Instructions, page 20
- Form, page 10
- Meet licensing requirements
- Partner/Vendor/Volunteer
- National, state, or local staff training
- Michigan Core Knowledge and Competencies

26



Review requirements in licensing rules and MOST Standards of Quality.
Discuss cost.



PROGRAM MANAGEMENT

- 6 points
- Instructions, page 21
- Form, page 11
- How and when will the program staff meet, plan, and evaluate the program?
- How will the program align with the school day?



EVALUATION OF PROJECT

- 9 points
- Instructions, page 22
- Form, page 12
- Evaluation components:
 - Local evaluation
 - Statewide evaluation
 - YPQA
 - MSU Instruments
 - EZ reports (national data collection)

28



Excellent resource on local evaluation and the role of the local evaluator is the *Local Evaluator Guide* found on our website



PROJECT PLAN – FEDERAL TARGET GOALS

- 3 points
- Instructions, page 23
- Forms, pages 13 – 13a
- Complete the Activities/Tasks/Staff section
- Align local program with federal targets

29



Make sure your grant writer thinks this through with the people who will be implementing the program



PROJECT PLAN – LOCAL GOALS

- 3 points
- Instructions, page 24
- Form, page 14+
- May use additional sheets as needed
- Complete all columns
- Be sure to describe measurement strategies

30



What is a good measurement strategy? See federal goals pages for examples.



SUSTAINABILITY PLAN

- 9 points
- Instructions, page 25
- Form, page 15
- Plans to continue
- Stakeholder involvement
- Inform community
- Specific data



BUDGET

- 6 points
- Instructions, pages 26-28
- Form, page 16
- July 1, 2014-June 30, 2015 (1st year)
- Budget Summary and Budget Detail
- Allowable, necessary, and reasonable expenditures for planned services
- Minimum request \$50,000
- Maximum request \$135,000 per site

32



Be sure the promises made in the proposed project are reflected in a reasonable budget

Match the detail to each item in the summary.

Note: ask for the full amount and ask for the funds in full dollar amounts. We are looking for high-quality proposals that will be funding high-quality programming.

Caution: only ask for what you need and are capable of expending in the grant cycle



BUDGET

- See Expenditure Guidance, page 27
 - Administration capped at 10% of request
 - Faith and Community-based Organizations
 - May charge up to 2% for administrative costs, use line 250
- Use negotiated indirect rate, if available
- Check Education Department General Administrative Regulations (EDGAR)
- Signatures in **BLUE INK** on original application



CHECKLIST AND PACKAGING

- Include original application with signatures in **BLUE INK**
- 3 more copies and an electronic version
- Attach **one** copy only of the MDE Data Form and Checklist to the top of the ORIGINAL application
- Do not attach supplementary materials
- Use binder clips only
 - Do not use special binding

34



Send the electronic version as a single document on either a CD or USB drive



MAILING DIRECTIONS

- Delivery by agent only
- ***MUST BE RECEIVED at MDE by 5:00 PM, February 24, 2014!!!***
- Confirmation of receipt will be faxed
- **If fax not received by February 25 -
- CALL US!**



QUESTIONS?

- Pat Hennessey
 - hennesseyp1@michigan.gov
- Stacy Sipes
 - sipesS1@michigan.gov
- John Taylor
 - taylorj8@michigan.gov
- Lorraine Thoreson
 - thoresonl@michigan.gov
(517) 335-6528