

UTAH STATE BOARD OF EDUCATION 21ST CENTURY COMMUNITY LEARNING CENTER (CCLC) GRANT BIDDERS' CONFERENCE 2020

April 1, 2020

*Building Stronger Communities
by Increasing Opportunities for Utah's Students*

Funding available for 2020-2021 School Year

UTAH STATE BOARD OF EDUCATION

ADA Compliant 3/4/2021



Before the online meeting/webinar begins, please be sure to:

1. Mute yourself (look for a microphone icon if sound is through your computer or mute your phone), this helps prevent any feedback/noise
2. Submit questions in the chat box
3. If you run into technical issues, please contact Becky Peters at becky.peters@schools.utah.gov, she will be helping me field questions and can provide support for technical issues
4. The online meeting/webinar will be recorded, and I will have a copy of all questions and responses during the meeting
5. Please complete 21st CCLC Bidders' Conference Form RSVP – helps me create email list since we do not have a sign-in



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2nd-Grader Gives 6K Masks, Caps To Hospital Staff: Coronavirus

ADVERTISEMENT

Seven-year-old Zohaib Begg hit the jackpot when he visited hotels in Ashburn to see if they had protective gear to donate to hospitals.

By Mark Hand, Patch Staff 

Mar 27, 2020 10:12 am ET | Updated Mar 27, 2020 2:53 pm ET

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UTAH STATE BOARD OF EDUCATION



Important Note: Timeline and Process for USBE 21st CCLC May be Adjusted due to Coronavirus Pandemic



21st Century Community Learning Center (CCLC) Federal Grant Program

- Federally-Funded Competitive Grant Program (Title IV, Part B of the Elementary and Secondary Education Act)
- Opportunity for Local Education Agencies (LEAs), community and faith-based organizations to serve students and their families attending schools with poverty levels of **40 percent** or higher outside of regular school hours



21st CCLC Grant Focus Areas

An out-of-school-time program that:

- Provides opportunities for academic enrichment to meet State and local student performance standards in core academic subjects such as reading and mathematics;
- Offers students a broad array of additional services that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for literacy and related educational development.



21st CCLC State Goals and Indicators

Page 44 of Grant Application



Zachary Christensen, J.D.
Director of Purchasing and Contracts
Utah State Board of Education



Utah 21st CCLC Grant Competition 2020-2021

- Applicants commits to 5 year grant cycle
- The total funding available for new grants for the 2020-2021 school year is **\$1,002,393.14**
- Funding is for 2020-2021 School Year – starting July 1
- All proposed program sites must be at 40% or more poverty rate (free and reduced lunch rate)
- The minimum amount for new applications is \$100,000 and maximum amount for new applications is \$400,000
- Each organization can submit one new application and one re-application
- No more than 6 program sites can be included on one application



Grant Cycle Overview

- Commits to 5 year grant cycles
- Minimum grants of \$100,000
- Grant reduces to 75% in Year 4
- Grant reduces to 50% in Year 5

Level of service must be maintained at initial level

NEW Application

Example of Grant Cycle: Original Amount Awarded Per Year: \$100,000

- Year 1: \$100,000
- Year 2: \$100,000
- Year 3: \$100,000
- Year 4: \$75,000 – 25% reduction of annual award amount
- Year 5: \$50,000 – 50% reduction of annual award amount

Re-Application

- Apply to continue project goals and outcomes with same program sites for project that ended in 2019-2020 – only available for organization who have received 21st CCLC funding in the last 5 years
- Example of Grant Cycle: Amount Awarded for Year 5 of previous cycle: \$75,000
 - Year 1: \$75,000
 - Year 2: \$75,000
 - Year 3: \$75,000
 - Year 4: \$56,250
 - Year 5: \$37,500

Grant Award Timeline

- Grant Application Open: Week of 3/23/20
- ONLINE Bidders' Conference: 4/1/20 from 10 am to 12:30 pm
- Required Letter of Intent DUE: 4/17/20 at 11:59 pm
- Application Documents DUE in Utah Grants: 5/20/20 at 7:00 pm
- Grant Review Period: 5/21/20 to 6/22/20
- Award Notification: Week 6/22/20

Grant Scoring and Review Process

- Application Points Possible: 239 points
- All grant applications reviewed and scored, by group of qualified readers, utilizing scoring rubric
- Grant readers receive in-depth training on grant program and application
- Organizations awarded funding will receive their official award letter through the Utah Grants management system
- Any applicant can request their organization's grant evaluation rubrics

Grant Award Responsibilities

- Attend Annual Grant Orientation Meeting
- Time and Effort documentation required
- Follow allowable and unallowable expense guidelines
- Collect data on student achievement and progress toward program goals and periodic program evaluation
- Must have a sliding fee scale with an advertised free option for students eligible for free lunch
- Collect and submit required data for 21 APR federal reporting system
- Submit annual continuation applications and budgets to USBE for approval
- Participate in technical assistance with Utah Afterschool Network including Utah Afterschool Program Quality Assessment and Improvement Tool self-assessment process and/or observation tool
- Participate in federal and state evaluations
- Report progress to community regularly and seek community support



Program Fees

- Must submit a request for approval to USBE prior to utilizing any program income, including program fees, earned from 21st CCLC program
- Must have a sliding fee scale and have an advertised free option for students and families who qualify for fee waivers under the school/LEA fee waiver policies
- [USBE Schools Fees Team](#)

Evidence-Based Practices



Evidence-Based Practices Resources

[ERIC - Education Resources Information Center](#)

[Evidence for ESSA](#)

[What Works Clearinghouse \(WWC\)](#)

The screenshot shows the U.S. Department of Education website. At the top, there is a search bar and a navigation menu with tabs for Student Loans, Grants, Laws, and Data. The main content area is titled "Every Student Succeeds Act (ESSA)" and includes a link to "en Español". Below this, there is a section for "Update: ESSA Consolidated State Plans" with sub-sections for "Templates" (listing "Revised Consolidated State Plan Template" and "Crosswalk of Consolidated State Plan Requirements") and "Resources" (listing "Press Release" and "Fact Sheet"). On the right side, there is a sidebar with "How Do I Find...?" (listing "Student loans, forgiveness", "College accreditation", "Every Student Succeeds Act (ESSA)", "FERPA", "FAFSA", "1098, tax forms", and "More...") and "Information About..." (listing "Transforming Teaching").

The screenshot shows the U.S. Department of Education website. At the top, there is a search bar and a navigation menu with tabs for Student Loans, Grants, Laws, and Data. The main content area is titled "PROGRAMS" and features "21st Century Community Learning Centers". A blue sidebar menu lists various categories: Purpose, Eligibility, Applicant Info, Awards, Performance, Funding Status, Laws, Regs. & Guidance, Resources, FAQs, and Contacts. Below the menu, there is a "Purpose" section and a "Program Office: Office of Academic Improvement" section with details like "CFDA Number: 84.287" and "Program Type: Formula Grants". On the right side, there is a sidebar with "How Do I Find..." (listing "Student loans, forgiveness", "College accreditation", "Every Student Succeeds Act (ESSA)", "FERPA", "FAFSA", "1098, tax forms", and "More >"), "Information About..." (listing "Transforming Teaching", "Family and Community Engagement", and "Early Learning"), and "Related Topics" (listing "No Related Topics Found").



Evaluation Process

“Periodic” program evaluation based on the
Principles of Effectiveness

Results must be:

1. Used to refine, improve or strengthen program and to refine performance measures
2. Made available to the public upon request

21APR System

21APR Federal Reporting System

- Used by federal partners to report outcomes of the grant program to Congress
- Utah utilizes state assessment data and teacher reports
- Four areas of reporting:
 - Activities
 - Staffing
 - Participation
 - Outcomes

Family Engagement

<https://www.dualcapacity.org/>



The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Allowable and Unallowable Costs

Allowable Costs

- Staff costs
- Supplies, materials and equipment
- Professional development and training
- Cell phone usage
- Mileage
- Pre-approved field trips with direct link to program goals and outcomes
- Some food costs:
 - Highly recommend coordinating with Child Nutrition to participate in reimbursement program
 - Healthy snacks and dinners allowable
- Family engagement activities with direct link to student learning
- Pre-approval required for:
 - T-shirts for student safety
 - Out of state travel
 - Overnight travel

Unallowable Cost

- Capital expenses
- Taxes on purchases
- Anything considered entertainment
- Food for meetings and/or trainings
- Candy and soda
- Incentives
- Toys
- Gift cards
- Gaming systems
- T-shirts – unless pre-approved and connected to safety of students



Monitoring and Evaluation	Due Date	Quality Improvement Efforts	Due Date
21APR – Federal Reporting System	Typical Window: Summer Data: Spring Fall Data: Spring/Fall Spring Date: Fall	Technical Assistance Participation with Utah Afterschool Network	Ongoing
Carryover Request	Fall	Program Site Visits	Ongoing
Continuation Applications & Budgets	Spring	Observations	Ongoing
Periodic Program Evaluation	Ongoing	Quality Tool	Summer/Fall
Desk Audits	Ongoing	Quality Tool Program Information	Spring
On-Site Monitoring Visits	Ongoing		



Child Nutrition Program Information

<https://www.schools.utah.gov/cnp>



Adult Education Information

<https://www.schools.utah.gov/adult-education>



Utah Afterschool Network
Afterschool Partner and Technical
Assistance Provider
<https://utahafterschool.org/>



Design of 21st CCLC Grant Plan

A Practitioner's Guide: Building and Managing Quality Afterschool Programs

<http://www.sedl.org/afterschool/practitionersguidetoafterschoolprograms.pdf>

- Five year research study funded by the U. S. Department of Education
- Conducted by the National Partnership (SEDL: Southwest Educational Development Laboratory)
- Research published by SEDL and C.S. Mott Foundation

Needs Assessment: Available Resources

- Teaching staff
- Physical space
- Local businesses- both financial support and in-kind contributions
- Local services available for contracts
- Local health, justice, and social services
- Local recreation programs
- Local colleges and universities
- District Adult Education programs
- District EL programs
- Local volunteer sources
 - Senior centers
 - Secondary or college students
 - Parents

Design of Program

Four Focus Areas for High Quality Programs:

1. Program Organization
2. Academic Programming Practices
3. Supportive Relationships
4. Achieving Program Outcomes

Resources

www.sedl.org/afterschool

www.ed.gov/programs/21stcclc

www.y4y.ed.gov

www.utahafterschool.org

Review of 21st CCLC Grant Application 2020-2021 Documents



Utah Grants System



Grant Submission Requirements

Letter of Intent Information: A Letter of Intent must be submitted by an organization to be considered for funding by 4/17 at 11:59 pm. The required Letter of Intent must be submitted by utilizing the electronic form: [Letter of Intent Form](#)

Application Preparation and Submission : All application documents need to be submitted in the [Utah Grants](#) management system. The submission in Utah Grants requires a two-step approval process. The application creator must submit the application to the organization's internal approver and the internal approver must review and submit the application by the deadline. be completed and received in the following formats:

- Grant Budget – completed in Utah Grants
- Grant Application Questions – PDF form fill
- Gap Analysis Form – Excel form
- Partnership Letter(s) from District or School (10 Points) – PDF documents, Scanned documents, and Word documents
- Absolute Priority (40% or above poverty rate at each of the proposed program sites) Documentation – Excel documents, PDF documents, scanned documents, and Word documents
- Priority Point Documentation – Excel documents, PDF documents, scanned documents, and Word documents

Utah Grants System Reminders

IMPORTANT: FIRST PERSON TO START UTAH GRANTS APPLICATION IS THE CREATOR AND IS THE ONLY PERSON WHO CAN EDIT UTAH GRANTS APPLICATION

- MUST complete budget in Utah Grants Systems
 - School District and Charter Schools – utilize FY21 restricted indirect cost rate
 - Community-Based Organizations – contact Kamille Sheikh
- Attach application documents and documentation
 - Application Questions – PDF Form Fill
 - Gap Analysis – Excel Form
 - Absolute Priority Documentation
 - Priority Point Documentation
 - School Principal Letters
- Successful submission requires two-step approval process:
 - Creator must submit Utah Grants application to organization's internal approver
 - Internal Approver reviews and submits to USBE

Application Submission Checklist

- Grant Budget – completed in Utah Grants
- Grant Application Questions – PDF form fill
- Gap Analysis Form – Excel form
- Partnership Letter(s) from District or School – PDF documents, Scanned documents, and Word documents
- Absolute Priority (40% or above poverty rate at each of the proposed program sites) Documentation – Excel documents, PDF documents, scanned documents, and Word documents
- Priority Point Documentation – Excel documents, PDF documents, scanned documents, and Word documents
 - Proposed program will serve students attending a Comprehensive Support and Improvement (CSI) School or Targeted Support and Improvement (TSI) School or **Utah State Identified Turnaround School**



Resources for Inclusion



Including Students with Disabilities in Afterschool Programs



Inclusion: What and Why?

- Inclusion is the practice of including students with disabilities in the *same space and programming* as students who do not have disabilities
- Inclusion means treating students with disabilities as similarly to those without disabilities as possible and ensuring a welcoming and supportive environment for ALL students
- Inclusion allows students with disabilities to develop meaningful relationships with students and adults they may not interact with during the school day
- Inclusion also helps students with disabilities to gain greater self-awareness, self-confidence, and appropriate social and emotional skills



Applicable Laws

- [Section 504 of the Rehabilitation Act \(Section 504\)](#) and the [Americans with Disabilities Act \(ADA\)](#)
 - Civil rights laws that prohibit discrimination on the basis of disability and require that students with disabilities have access to afterschool programs
 - Programs may be required to make reasonable accommodations to their physical layout, rules, policies, or practices
- [Individuals with Disabilities Education Act \(IDEA\)](#)
 - Requires LEAs to ensure that a student with a disability participates with nondisabled students in extracurricular services and activities to the maximum extent appropriate to the needs of the student
 - “Each LEA must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.” 34 CFR §300.107; USBE SER III.V.



What Must Afterschool Programs Do to Comply with Section 504 and the ADA?

- Provide equal access and opportunity for students with disabilities to participate in programs/services
- Make individualized determinations about what a child may need to successfully participate in the program
- Make reasonable accommodations to ensure students with disabilities participate in all aspects of the program
- Avoid eligibility criteria that screen out children with disabilities
- Meet architectural standards for physical accessibility
- Prohibit retaliation against an individual with disabilities (including parent) who exercises his/her right, including the right to file a complaint



What is the relationship between IDEA and afterschool programs operated/funded by public schools?

- Schools are required to offer students with IEPs equal access to afterschool programs that the district offers to students without disabilities (i.e., clubs, sports, etc.)
- If an LEA is paying/contributing/supporting the afterschool program, the LEA has an obligation to provide equal access for students with IEPs
- Students are entitled to have their particular needs met during afterschool hours as they would during the school day, although the services provided may not be the same since activities/structure are different



Barriers to Inclusion

- Afterschool programs must avoid engaging in discriminatory practices, including:
 - Discouraging enrollment because staff lack knowledge of a child's disability
 - Refusing to accept a child into the program without giving any reason
 - Telling parents that they cannot provide a requested accommodation
 - Seeking to remove a child from the program for reasons associated with his/her disability



Follow the Plan!

- Individualized Education Program (IEP)
 - If a student is eligible for special education services under the IDEA, the school is required to create an IEP
 - For afterschool program purposes, an important part of the IEP is the statement of supplementary aids and services, program modifications, or personnel supports the student will need to participate in extracurricular and other nonacademic activities
- 504 Plan
 - Some students with disabilities do not need special education services or an IEP; however, due to their disability they need *accommodations* to access the same opportunities in school as their peers without disabilities
 - A 504 Plan is a document that describes specialized instruction, related services, or accommodations a student needs to access his/her education, including extracurricular and nonacademic settings
- Health Care Plans



Provide Appropriate Accommodations and Supports

- Include afterschool staff in IEP/504 meetings
- Provide training and consultation to afterschool staff
- Create lines of communication between school staff, afterschool staff, and families
- Following consistent behavior strategies
- Providing equipment/supplies
- Arranging appropriate space for small group activities
- Provide support for transition from school to afterschool
- Transportation to/from afterschool programs
- Providing an aide to support the student (for some/all program hours)



What Information Can Schools Share with Afterschool Programs?

- The [Family Educational Rights and Privacy Act \(FERPA\)](#) requires schools to preserve the confidentiality of data and records of students with disabilities
- Information about a student's IEP or 504 Plan can be released to afterschool programs with parental consent and approval
- Afterschool providers cannot ask families to identify a student's disability on a registration form
 - Families may be reluctant to identify their student's disability at initial registration due to fears their student may be denied entry to the program
 - However, providers can create a general questionnaire that asks about individual interests/needs/concerns



Resources

- LEA Administrators (Special Education Director, Student Support Services Director, 504 Coordinator, Principal, etc.)
- *Including All Students: Frequently Asked Questions About Including Students with Disabilities in Afterschool and Summer Programs*
- *Inclusion of Children with Special Needs in After School and Summer Programs: A Guide for Families and Professionals*
- Protecting Student Privacy (U.S. Dept. of Education website)
- *Together Beyond the School Day: Including Youth with Disabilities in Out of School Time Programs, A Guide for Parents, Youth and Program Providers*
- *USBE Least Restrictive Behavior Interventions (LRBI) Technical Assistance Manual*



USBE Student Support Contacts

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Questions

