



Board Office Use: Legislative File Info.	
File ID Number	23-0760
Introduction Date	5/24/23
Enactment Number	23-1020
Enactment Date	5/24/2023 CJH

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date May 24, 2023

Subject Grant Application – California Department of Education – 21st Century Community Learning Centers After School Safety and Enrichment for Teens – Community Schools and Student Services Department

Ask of the Board Approval and acceptance by the Board of Education, pursuant to Board Policy 3290, of the District’s Community Schools and Student Services Department’s application to the California Department of Education (CDE) for 21st Century Community Learning Centers After School Safety and Enrichment for Teens (21st CCLC ASSETS) funding to support programming at Oakland Technical High School and authorizing the Superintendent to formally accept funding.

Background The purpose of the 21st CCLC 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.

OUSD and co-applicant Bay Area Community Resources are seeking funding to replace expiring grants at Oakland Technical High School, building upon a strong program model and longstanding partnerships. OUSD’s Expanded Learning Programs (ExLP) are designed to support Initiative 2 of our 2021-24 Strategic Plan: “Supporting Powerful Graduates.” Prioritizing serving high-need students, the ExLPs are designed to promote students’ academic, creative, and social- emotional learning; embed social justice into arts enrichment and leadership development activities; and engage students in regular physical activity, as well as in work-based

learning opportunities. These activities provide opportunities for Oakland students to practice being resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers in workplaces, civic spaces, and other venues.

In support of these goals, District staff has completed an application to the California Department of Education (Application 23-04-01-141-ASSETs - 124) for \$1,272,500.00 (\$254,500.00 annually for five years) to support after school programming at Oakland Technical High School.

BP 3290 provides: "In order to facilitate timely receipt of funds, the Board may approve the application for a gift, grant, or bequest, rather than the gift, grant, or bequest itself, so long as the application sets forth all substantive terms of gift, grant, or bequest." Here, the District's application does contain all substantive terms of the grant. To spend down all grant funds by the end of the grant cycle, it is urgent that the District approve acceptance of the funding and begin implementation. Authorizing the Superintendent to formally accept this funding without further need of Board action will help ensure we are able to efficiently receive and spend this funding for its intended purpose within prescribed deadlines.

Discussion

Approval by the Board of Education, pursuant to Board Policy 3290, of the District's Community Schools and Student Services Department's application to the California Department of Education seeking funding in the amount of \$1,272,500.00 in 21st Century Community Learning Centers funding to support after school programming at Oakland Technical High School for the period July 1, 2023 through June 30, 2028, and if granted, in whole or in part, authorization for Superintendent to accept same, pursuant to the terms and conditions thereof, will help bring the District closer to reaching its goals of supporting high-need students and developing resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers.

Fiscal Impact

Grants for OUSD students in an amount not to exceed \$1,272,500.00

Attachment(s)

- Grants Management Face Sheet
- Grant Face Sheet
- CDE Request for Applications

OUSD Grants Management Face Sheet

Title of Grant: 21st Century High School After School Safety and Enrichment for Teens (ASSETS) Grant	Funding Cycle Dates: 07-03-2023 to 06-30-2028
Grant's Fiscal Agent: <small>(contact's name, address, phone number, email address)</small> Emily Romine 1430 N Street Sacramento, CA 95814 916-319-0800 ERomine@cde.ca.gov	Grant Amount for Full Funding Cycle: \$1,272,500 (\$254,500 annually for five years)
Funding Agency: California Department of Education	Grant Focus: Expanded Learning Programs
List all School(s) or Department(s) to be Served: Oakland Technical High School	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	OUSD's ASSETS programs provide opportunities to extend student learning during the after-school and reinforce school year learning. Programs will provide academic supports and enrichment activities that are

	<p>aligned with school district goals, and are based on content standards. After-School programs work in alignment with school year sites to ensure the highest needs students are being served. Program activities will range based on grade and school site needs. These extended learning activities ultimately support the districts goals of high school graduation and college and career readiness for all students. Additionally, programs will provide a variety of enrichment and health and wellness programming that support students physical and social emotional health, and foster increased student engagement that can support school attendance.</p>
<p>How will this grant be evaluated for impact upon student achievement?</p> <p>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</p>	<p>The Expanded Learning Office conducts annual external evaluation of all ASES and 21st CCLC, and ASSETS after-school programs in OUSD.</p>
<p>Does the grant require any resources from the school(s) or district? If so, describe.</p>	<p>Yes, This grant will be supported by the Expanded Learning Office, school sites, and Community Schools Student Services Department.</p>
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	<p>Services are being paid through an OUSD contract or MOU</p>
<p>Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</p>	<p>No</p>
<p>Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)</p>	<p>Name/Title: Martha Pena, OUSD After-School Coordinator</p> <p>Site: 922</p> <p>Address:</p> <p>Phone: 510-326-8089</p>

Email: martha.pena@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Andrea Bustamante	<small>DocuSigned by:</small> <i>Andrea Bustamante</i> <small>B08EC2B9F1FE4AD...</small>	4/19/2023
Chief Academic Officer	Sondra Aguilera	<small>DocuSigned by:</small> <i>Sondra Aguilera</i> <small>B072CB8033AD406...</small>	4/20/2023

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell	<i>Kyla Johnson-Trammell</i>	5/25/2023

Approve As to Form:

Joshua R. Daniels

Date: 04/14/2023

Joshua R. Daniels
Chief Governance Officer

OAKLAND TECH

21st CCLC ASSETS Grant 2022-23
Application Checklist
Application ID: 23-04-01-141-ASSETS-124

Postmarks will be honored. Completed Applications must be postmarked by **November 16, 2022**.
Due to COVID restrictions, in-person delivery is not allowed.

Please submit these forms in the following order:

- Cover Page
- Signed Co-Applicant Information
- Signed Authorized Designee Form (if applicable)
- Signed Signatures and Approvals
- Award Calculator
- Signed Private School Consultation
- Signed Funding Priority Certification
- Signed Disqualification Form
- Signed Education Code Certified Assurances
Note: There needs to be one set of signed Assurances from the Authorized Agent and one set of signed Assurances for each Co-Applicant (if applicable)
- Every Student Succeeds Act Assurances (Do not submit, keep for your records)

**21st CCLC ASSETS Grant 2022-23
Application Checklist**

Application ID: 23-04-01-141-ASSETS-124



- Signed Co-Applicant Participant Agreement (if applicable) ~~NA~~
- Signed Program Income Form Agreement (if applicable) NA
- Program Income Survey Form (if applicable) NA
- Program Income Survey Narrative (if applicable) NA
- Off-site Program Information (if applicable) NA
- Signed Federal Funding Accountability & Transparency Act (FFATA) Form
- Application Checklist

**21st Century High School After School Safety and Enrichment for Teens
(ASSETS)**

Grant Application 2023-24

Application ID: 23-04-01-141-ASSETS-124

Cover Page

Agency Name	Oakland Unified School District
County-District Code/Federal Employer Identification Number	01612590000000 FEIN: 94-6000385
County Name	Alameda
Agency Type	LEA
Authorized Agent Name	Sondra Aguilera
Authorized Agent Professional Title	Interim Superintendent
Authorized Agent Address	1000 Broadway, Suite 440
Authorized Agent City, State, Zip Code	Oakland, CA, 94607-4099
Authorized Agent Telephone Number	(510) 879-2551 Ext.
Authorized Agent Email Address	sondra.aguilera@ousd.org
Program Contact Name	Martha Pena
Program Contact Professional Title	Coordinator of After School Programs
Program Contact Address	1000 Broadway, Suite 150
Program Contact City, State, Zip Code	Oakland, CA 94607-4099
Program Contact Telephone Number	510-326-8089
Program Contact Email Address	martha.pena@ousd.org
Total Core Amount Requested	\$254,500.00
<p>I hereby certify that I have read, acknowledge, and agree to the grant and program requirements as stated in the Request for Applications. I also certify that I will share equal decision-making and grant compliance with the signing Co-Applicant(s), if applicable, including all assurances and fiscal reporting requirements. The Applicant and all Co-Applicant(s), if applicable, must sign all forms contained in the application packet with an original "wet" signatures must be made using blue ink; digital signatures are not accepted.</p>	
Authorized Agent Signature:	
Date:	

**21st Century High School After School Safety and Enrichment for Teens
(ASSETS)**

Grant Application 2023-24

Application ID: 23-04-01-141-ASSETS-124

Cover Page



Agency Name	Bay Area Community Resources (co-applicant)	
Federal Employer Identification Number	94-2346815	
County Name	Marin	
Agency Type	Nonprofit organization	
Authorized Agent Name	Don Blasky	
Authorized Agent Professional Title	Chief Program Officer	
Authorized Agent Address	171 Carlos Drive	
Authorized Agent City, State, Zip Code	San Rafael, CA 94903	
Authorized Agent Telephone Number	415-444-5580, ext. 311	
Authorized Agent Email Address	dblasky@bacr.org	
Program Contact Name	Don Blasky	
Program Contact Professional Title	Chief Program Officer	
Program Contact Address	171 Carlos Drive	
Program Contact City, State, Zip Code	San Rafael, CA 94903	
Program Contact Telephone Number	415-444-5580, ext. 311	
Program Contact Email Address	dblasky@bacr.org	
Total Core Amount Requested	\$254,500.00	
<p>I hereby certify that I have read, acknowledge, and agree to the grant and program requirements as stated in the Request for Applications. I also certify that I will share equal decision-making and grant compliance with the signing Co-Applicant(s), if applicable, including all assurances and fiscal reporting requirements. The Applicant and all Co-Applicant(s), if applicable, must sign all forms contained in the application packet with an original "wet" signatures must be made using blue ink; digital signatures are not accepted.</p>		
Authorized Agent Signature:		Date: 11/2/2022

**21st Century High School After School Safety and Enrichment for Teens (ASSETS)
Grant Applications 2023-24**

Application ID: 23-04-01-141-ASSETS-124

Co-Applicant Information

If you are applying with more than one Co-applicant have the additional Co-applicants information and signatures listed below:

Co-Applicant Information	
Co-Applicant Agency Name	Bay Area Community Resources
Co-Applicant Name	Don Blasky
Co-Applicant Professional Title	Chief Program Officer
Co-Applicant Address	171 Carlos Drive
Co-Applicant City, State, Zip Code	San Rafael, CA 94903
Co-Applicant Telephone Number	415-444-5580, x311
Co-Applicant Email Address	dblasky@bacr.org
<p>I hereby certify that I have read, acknowledge, and agree to the terms as stated on the Certified Assurances, as well as on all forms contained in the application. I also certify (if applicable) that I will share equal decision-making and grant compliance with the signing Co-Applicant(s), including all assurances and fiscal reporting requirements. Original "wet" signatures must be made using blue ink.</p>	
Authorized Agent Signature: 	Date: 11-9-22
Co-Applicant Signature: 	Date: 11/2/2022

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**


Application ID: 23-04-01-141-ASSETS-124

Authorized Designee

An **Authorized Signature (if applicable)** refers to a person who is eligible to authorize and sign on behalf of an agency or organization in recognition that a grant application has been submitted. In the absence of the Authorized Signature, a Designee is able to sign the After School Safety and Enrichment for Teens grant application. **An original “wet” signature from a Designee will only be accepted in blue ink along with 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.**

Signature authority is the permission to execute transactions up to limits established by relevant Applicant agency's policies and permission to approve transactions for execution. This approval attests to the appropriateness of the transaction within the Applicant's program objectives and budgetary authorizations.

Individuals who receive delegated authority shall have active involvement with the activity being conducted; and have sufficient knowledge of the Applicant agency's policies, rules, laws, regulations, and procedures to ensure compliance.

Agency Name:	Oakland Unified School District
Designee Name:	Sondra Aguilera
Designee Title:	Interim Superintendent
Designee Signature:	
Date:	11-9-22

Board Office Use: Legislative File Info.	
File ID Number	22-1629
Introduction Date	6/22/2022
Enactment Number	22-1179
Enactment Date	6/22/2022 er



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Gary Yee, Board President
Sam Davis, Board Vice President

Meeting Date June 22, 2022

Subject Resolution No. 2122-0094 - Implementation of the Superintendent's Sabbatical

Ask of the Board Adoption by the Board of Education of Resolution No. 2122-0094 - Implementation of the Superintendent's Sabbatical

Background On August 11, 2022, the Board of Education ("Board") approved a new employment agreement ("Agreement") with Dr. Kyla Johnson-Trammell to serve as Superintendent of OUSD through June 30, 2025.

Among other things, the Agreement recognizes the demands of leading the District through the COVID pandemic and includes a provision for a paid sabbatical. The initial timeline for the sabbatical was April to June 2022.

Discussion The Board and the Superintendent both seek to change the dates of the sabbatical to August 22, 2022 through November 25, 2022. Amendment No. 1 to the Agreement would codify this change and the proposed Resolution would approve and adopt this Amendment. **Additionally, the proposed Resolution would appoint Dr. Sondra Aguilera as the Acting Superintendent during the sabbatical.**

Fiscal Impact While there is no direct fiscal impact due to the contract amendment, there is an additional fiscal impact due to the appointment of Dr. Aguilera as Acting Superintendent. The increase compensation for Dr. Aguilera to serve as Acting Superintendent during the Dr. Johnson-Trammell's sabbatical is estimated to be \$31,000. It will be paid for by the General Fund.

Attachment

- Resolution No. 2122-0094 - Implementation of the Superintendent's Sabbatical
- Amendment No. 1 to Employment Agreement for Services of Kyla Johnson-Trammell as District Superintendent
- Employment Agreement for Services of Kyla Johnson-Trammell as District Superintendent

**RESOLUTION OF THE
BOARD OF EDUCATION OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 2122-0094

Implementation of the Superintendent's Sabbatical

WHEREAS, in recognition of the Superintendent's extremely demanding work schedule, during which she is required by job duties to work most evenings, weekends and holidays, the Board of Education ("Board") wishes to and did include in its Employment Agreement ("Employment Agreement") the option for the Superintendent to take a sabbatical leave;

WHEREAS, the sabbatical leave was originally scheduled to be April 1, 2022 through June 30, 2022;

WHEREAS, the Board and the Superintendent seek to change the dates of the sabbatical leave to August 22, 2022 through November 25, 2022;

WHEREAS, the Superintendent is proposing that the current Chief Academic Officer, Dr. Sondra Aguilera, serve as Acting Superintendent during the sabbatical leave;

WHEREAS, the Superintendent has established and will put into place other changes necessary to ensure the continued smooth operation of the District during the sabbatical leave.

NOW, THEREFORE, BE IT RESOLVED, the Board hereby approves and adopts Amendment No. 1 to the Employment Agreement for Services of Kyla Johnson-Trammell as District Superintendent, attached hereto as Attachment A and incorporated herein by reference;

BE IT FURTHER RESOLVED, the Board hereby appoints Dr. Sondra Aguilera as Acting Superintendent during the sabbatical leave as follows:

- Dr. Aguilera's salary shall be increased to that of the Superintendent but there shall be no other changes to Dr. Aguilera's current level of compensation,
- Dr. Aguilera shall perform all of the duties and shall have all of the responsibilities of the Superintendent as provided for in law and in Section 4 (Duties and Responsibilities) the Employment Agreement, and
- Section 5 (Board/Superintendent Communications), Section 18 (Selection of Employees), and Section 25 (Indemnification of Superintendent) of the Employment Agreement shall apply.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 22nd day of June, 2022, by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Aimee Eng, Clifford Thompson, Vice President Benjamin "Sam" Davis, President Gary Yee

NOES: VanCedric Williams, Mike Hutchinson

ABSTAINED: None

RECUSED: None

ABSENT: Samantha Pal (Student Director), Natalie Gallegos Chavez (Student Director)

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at the Meeting of the Board of Education of the Oakland Unified School District held on June 22 _____, 2022.

Legislative File	
File ID Number:	22-1629
Introduction Date:	6/22/2022
Enactment Number:	22-1179
Enactment Date:	6/22/2022
By:	er

OAKLAND UNIFIED SCHOOL DISTRICT

850.44

Gary Yee
President, Board of Education

Kyla Johnson-Trammell

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education


**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETS-124

Signatures and Approvals

School Principal or Executive Director Approval


The school principal or executive director of a direct-funded charter school of each school to be served by the proposed program must approve this program application. **Original “wet” signatures must be made using blue ink.**

County- District-School Code	School Name	Name of School Principal or Executive Director	Signature of School Principal or Executive Director
01612590136051	Oakland Technical High	Martel Price, Principal	

School District Approval

The local educational agency (LEA) superintendent must be in agreement with the intent of this application. The LEA superintendent assures that all schools in this application meet eligibility requirements for funding pursuant to the terms and conditions described in the request for application. **Original “wet” signatures must be made using blue ink.**

Direct funded charter schools applying for grant funding are not required to obtain the superintendent's signature for approval.

County- District- School Code	School District Name	Name of Superintendent	Signature of Superintendent
01612590000000	Oakland Unified	Sondra Aguilera, Interm Superintendent	

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETs-124

Award Calculator

County-District-School Code	School Name	School Type (H)	Program Type	Days of Operation	Students Served	Amount Requested
01612590136051	Oakland Technical High	H	After School Base	N/A	N/A	\$254,500.00
Total						\$254,500.00

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETs-124

**Private School Consultation Certification
Page 1**

To the extent consistent with the number of eligible children in areas served by a local educational agency (LEA, educational service agency, consortium of those agencies, or another entity receiving financial assistance under this program, who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity 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 United States Code [U.S.C.] Section 7881[a][1]).

The consultation with private schools must occur **before** the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs, and shall continue throughout the implementation and assessment of activities (20 U.S.C. Section 7881[c][3]).

The consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff (20 U.S.C. Section 7881[c][4]).

Applicants must check one box as applicable and certify with an original “wet” signature using blue ink.

I certify that (per 20 U.S.C. Section 7881[c][1]), the LEA, educational service agency, consortium of those agencies, or entity, consulted with appropriate private school officials during the design and development of the programs, on the following issues:

- How the children's needs will be identified (20 U.S.C. Section 7881[c][1][A]);
- What services will be offered (20 U.S.C. Section 7881[c][1][B]);
- How, where, and by whom the services will be provided (20 U.S.C. Section 7881[c][1][C]);
- How the services will be assessed and how the results of the assessment will be used to improve those services (20 U.S.C. Section 7881[c][1][D]);

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**


Application ID: 23-04-01-141-ASSETs-124

**Private School Consultation Certification
Page 2**

- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services (20 U.S.C. Section 7881[c][1][E]); and
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (20 U.S.C. Section 7881[c][1][F]).

—or—

I certify that according to the California Department of Education private schools directory at <https://www.cde.ca.gov/re/sd/index.asp>, there are no private schools identified within the vicinity of the after school service area in which I am required to consult.

Authorized Agent Name:	Sondra Aguilera
Authorized Agent Title:	Interim Superintendent
Authorized Agent Signature:	
Signature Date:	11-9-22

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETs-124

Funding Priority Certification



Applicants must check each box as applicable for funding priority consideration.

- 1. Does this application target services to students who attend Title 1 schools with at least 40 percent Free and Reduced-Priced Meals 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?

- 2. Does this application 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])?

- 3. Is this application jointly submitted by at least one Title I LEA and another eligible entity (20 U.S.C. Section 7174[i][1][B]), or demonstrate that the LEA or entity is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality (20 U.S.C. Section 7174[i][2])?Note: This priority item will be applied to all schools in the application; however, a justification narrative for the inability to partner is required, and must be included with the application materials submitted to the California Department of Education, if applicable.

- 4. Does the application contain any programs that previously received funding for an After School Safety and Enrichment for Teens grant, are not currently expiring, proposing an expansion to the existing grant (up to the per site maximum), or contain any programs replacing expiring grants that satisfactorily met their projected attendance goals (California Education Code Section 8422[a])?

Authorized Agent Signature: 	Date: 
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**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETs-124

**Disqualification Form
Page 1**

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

Application Disqualifications

1. The After School Support and Information System (ASSIST) generated application forms (see Section IX. Application Checklist in the Request for Application) that are submitted to the California Department of Education (CDE) after 4 p.m. on November 16, 2022 **will be disqualified.**
2. **Postmarks will be accepted.** Applications that are sent by guaranteed, overnight, priority mail, or other means must include verifiable documentation from the delivery service assuring delivery date by the due date and time. Dates printed on Mobile Bar Codes, such as the Quick Response Codes available at the United States Postal Service, are not considered postmark dates for the purpose of determining the timely filing of an application and will be disqualified.
3. Application narratives not uploaded and **submitted as final** into the Financial Assistance Application Submittal Tool (FAAST) prior to 4 p.m. on November 16, 2022, **will be disqualified.**
4. Applicants on the federal debarment list **will be disqualified.**
5. A Cover Page without an original Authorized Signature or without a Designee signature submitted with 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 **will be disqualified. All signatures must be original “wet” signatures using blue ink. Applications that are submitted with signature stamps, electronic stamps, or any form of reproduced stamp will be disqualified.**
6. If an application is jointly submitted by more than one Co-Applicant, then all Co-Applicants must sign the application Cover Page. **If a Co-Applicant fails to sign the Cover Page, the Co-Applicant will be dropped from the application, and the Applicant will not receive priority for a joint submission. All signatures must be original “wet” signatures using blue ink. If a Co-Applicant uses a signature stamp, electronic stamp, or any form of reproduced stamp, they will be dropped from the application.**

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETS-124

Disqualification Form

Page 2

7. If an expiring or current grantee is not in Good Standing at the time the application is submitted to the CDE by 4 p.m., November 16, 2022, **the application will be disqualified** (California Education Code Section 8483.7[A][1][G]).
8. Virtual trainings and assessments: All applicants and Co-Applicants 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

1. Free and Reduced-Price Meals (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 PovertyFRPM Data web page at <https://www.cde.ca.gov/ds/sd/sd/files.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 fiscal year 2021–22 CALPADS Fall 1 submission.
2. Principal Signatures: A Signature and Approvals form without an original signature by the school site principals, or executive director/principal of a direct-funded charter school will be disqualified. All signatures must be original “wet” signatures using blue ink. If a school site principal, executive director/principal of a directfunded charter school uses a signature stamp, electronic stamp, or any form of reproduced stamp that site **will be disqualified**.
3. A renewing or current grantee that is not in Good Standing for fiscal year 2022–23 at the time the application documents are submitted to the CDE and uploaded into FFAST on November 16, 2022, **will be disqualified**.

Once the hard copy application packet is received, 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, and other requirements identified throughout this RFA. Applicants that are disqualified based on the CDE screening will be notified by January 2023.

Authorized Agent Signature: 	Date: 
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**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETs-124



California Education Code Certified Assurances Page 1

The California *Education Code (EC)* Certified Assurances listed below are the state legislatively required elements for the 21st High School After School Safety and Enrichment for Teens grant. By signing the *EC* Certified Assurances, the Authorized Signature or Designee and all Co-Applicants (if applicable) are certifying their acknowledgment, understanding, and agreement with **each** Certified Assurance listed below. Grantees should retain a copy of the signed Certified Assurances for their records.

The Authorized Signature or Designee and all Co-Applicants (if applicable hereby agree to, and certify the following:

1. The high school after school programs shall serve students in grades nine to twelve, inclusive (*EC* Section 8421[a]).
2. A high school after school program shall consist of the following two elements:
 - a. An academic assistance element that shall include, but need not be limited to, at least one of the following: preparation for the high school exit examination, tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5 of Title 2. The assistance shall be coordinated with the regular academic programs of the pupils (*EC* Section 8421[b][1][A]).

For purposes of this article, "career exploration" means activities that help pupils develop the knowledge and skills that are relevant to their career interests and reinforce academic content (*EC* Section 8421[b][1][B]).
 - b. 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 students, service learning, arts, computer and technology training, physical fitness, and recreation activities (*EC* Section 8421[b][2]).
3. The program shall operate for a minimum of 15 hours per week (*EC* Section 8421[c]).

Authorized Agent Signature: 	Date: 
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**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETs-124

California Education Code Certified Assurances Page 2

4. A program operating offsite shall provide:
 - a. Safe transportation (if necessary) (*EC* Section 8421[e][1]), and
 - b. Availability and accessibility as similar programs conducted on school sites (*EC* Section 8421[e][2]).

5. The program certifies that all of the following requirements will be fulfilled, if applicable:
 - a. The application includes a description of the activities that will be available for pupils and lists the program hours (*EC* Section 8421[f][1]).
 - b. The application includes an estimate of the following:
 - i. The number of pupils expected to attend the program on a regular basis (*EC* Section 8421[f][2][A]).
 - ii. The average hours of attendance per student (*EC* Section 8421[f][2][B]).
 - iii. The percentage of students expected to attend the program less than three days a week, three days a week, and more than three days a week, for each quarter or semester during the grant period (*EC* Section 8421[f][2][C]).
 - c. The application documents the commitments of each partner to operate a program at a location or locations that are safe and accessible to participating students (*EC* Section 8421[f][3]).
 - d. The application certifies that students were involved in the design of the program and describes the extent of that involvement (*EC* Section 8421[f][4]).
 - e. The application identifies federal, state, and local programs that will be combined or coordinated with the high school after school program for the most effective use of public resources, and describes a plan for implementing the high school after school program beyond federal grant funding (*EC* Section 8421[f][5]).

Authorized Agent Signature: 	Date: 
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**21st Century High School After School Safety and Enrichment for Teens
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California Education Code Certified Assurances Page 3

- f. The application has been approved by the school district, or the charter school governing body, and the principal of each participating school for each school site or other site (EC Section 8421[f][6]).
 - g. The application includes a certification that the applicant has complied with the requirement in subdivision (b) of Section 8422 (EC Section 8421[f][7]).
 - h. The application includes a certification that each applicant or partner in the application agrees to do all of the following:
 - i. Assume responsibility for the quality of the program (EC Section 8421[f][8][A]).
 - ii. Follow all fiscal reporting and auditing standards required by the department (EC Section 8421[f][8][B]).
 - iii. Provide the following information on participating pupils to the department:
 - 1. School day attendance rates (EC Section 8421[f][8][C][i]).
 - 2. Program attendance (EC Section 8421[f][8][C][ii]).
 - iv. Acknowledge that program evaluations will be based upon the criteria in Section 8427 (EC Section 8421[f][8][D]).
 - i. Certify that the applicant has complied with all federal requirements in preparing and submitting the application (EC Section 8421[f][9]).
6. The program certifies all of the following:
- a. Completion of an assessment of pupils' preferences for program activities (EC Section 8423[c][1]).
 - b. Access to, and availability of, computers and technology (EC Section 8423[c][2]).
 - c. Inclusion of a nutritional snack, meal, or both, and a physical activity element (EC Section 8423[c][3]). The physical activity element is applicable only if selected as an enrichment activity as part of EC Section 8421[b][2].

Authorized Agent Signature: 	Date: 
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**21st Century High School After School Safety and Enrichment for Teens
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California Education Code Certified Assurances Page 4

- d. That the program will meet all of the evaluation requirements (*EC* Section 8423[c][4]).
- e. Fiscal accountability (*EC* Section 8423[c][5]).
- f. Collection and use of student social, behavioral, or skill development data collection to support quality program improvement processes. These student data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness (*EC* Section 8423[c][6]).
7. The designated public agency representative for the Applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each Applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The California Department of Education (CDE) shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (*EC* Section 8484.8[b][3]).
8. Grant recipients shall submit quarterly expenditure reports, and the CDE may withhold funds in subsequent years if access or literacy grant funds are expended for purposes other than as granted (*EC* Section 8484.8[b][4]).
9. Grant awards shall be restricted to those applications that propose primarily to serve students that attend schoolwide programs, as described in Title I of the federal No Child Left Behind Act of 2001 (Public Law 107-110). Competitive priority shall be given to applications that propose to serve students in schools designated as being in need of improvement under subsection (b) of Section 6316 of Title 20 of the United States Code, and that are jointly submitted by school districts and community-based organizations (*EC* Section 8484.8[d]).
10. A grantee shall identify the federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources, and shall prepare a plan for continuing the program beyond federal grant funding (*EC* Section 8484.8[e][5]).
11. A grantee shall submit semiannual attendance data and results to facilitate evaluation and compliance in accordance with provisions established by the department (*EC* Section 8484.8[e][6]).

Authorized Agent Signature: 	Date: 11-9-22
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**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETs-124

California *Education Code* Certified Assurances Page 5

12. If 15 percent or more of the students enrolled in a public school that provides instruction in Kindergarten or any of grades one to twelve, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such student by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (*EC* Section 48985[a]).

Authorized Agent Signature:



Date:

11-9-22

**21st Century High School After School Safety and Enrichment for Teens
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California *Education Code* Certified Assurances Page 1

The California *Education Code* (EC) Certified Assurances listed below are the state legislatively required elements for the 21st High School After School Safety and Enrichment for Teens grant. By signing the EC Certified Assurances, the Authorized Signature or Designee and all Co-Applicants (if applicable) are certifying their acknowledgment, understanding, and agreement with **each** Certified Assurance listed below. Grantees should retain a copy of the signed Certified Assurances for their records.

The Authorized Signature or Designee and all Co-Applicants (if applicable hereby agree to, and certify the following:

1. The high school after school programs shall serve students in grades nine to twelve, inclusive (EC Section 8421[a]).
2. A high school after school program shall consist of the following two elements:
 - a. An academic assistance element that shall include, but need not be limited to, at least one of the following: preparation for the high school exit examination, tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5 of Title 2. The assistance shall be coordinated with the regular academic programs of the pupils (EC Section 8421[b][1][A]).

For purposes of this article, "career exploration" means activities that help pupils develop the knowledge and skills that are relevant to their career interests and reinforce academic content (EC Section 8421[b][1][B]).
 - b. 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 students, service learning, arts, computer and technology training, physical fitness, and recreation activities (EC Section 8421[b][2]).
3. The program shall operate for a minimum of 15 hours per week (EC Section 8421[c]).


Authorized Agent Signature: 	Date: 11/2/2022
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**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETS-124

California Education Code Certified Assurances Page 2

4. A program operating offsite shall provide:
 - a. Safe transportation (if necessary) (*EC* Section 8421[e][1]), and
 - b. Availability and accessibility as similar programs conducted on school sites (*EC* Section 8421[e][2]).
5. The program certifies that all of the following requirements will be fulfilled, if applicable:
 - a. The application includes a description of the activities that will be available for pupils and lists the program hours (*EC* Section 8421[f][1]).
 - b. The application includes an estimate of the following:
 - i. The number of pupils expected to attend the program on a regular basis (*EC* Section 8421[f][2][A]).
 - ii. The average hours of attendance per student (*EC* Section 8421[f][2][B]).
 - iii. The percentage of students expected to attend the program less than three days a week, three days a week, and more than three days a week, for each quarter or semester during the grant period (*EC* Section 8421[f][2][C]).
 - c. The application documents the commitments of each partner to operate a program at a location or locations that are safe and accessible to participating students (*EC* Section 8421[f][3]).
 - d. The application certifies that students were involved in the design of the program and describes the extent of that involvement (*EC* Section 8421[f][4]).
 - e. The application identifies federal, state, and local programs that will be combined or coordinated with the high school after school program for the most effective use of public resources, and describes a plan for implementing the high school after school program beyond federal grant funding (*EC* Section 8421[f][5]).


Authorized Agent Signature 	Date: 11/2/2022
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**21st Century High School After School Safety and Enrichment for Teens
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California Education Code Certified Assurances Page 3

- f. The application has been approved by the school district, or the charter school governing body, and the principal of each participating school for each school site or other site (EC Section 8421[f][6]).
 - g. The application includes a certification that the applicant has complied with the requirement in subdivision (b) of Section 8422 (EC Section 8421[f][7]).
 - h. The application includes a certification that each applicant or partner in the application agrees to do all of the following:
 - i. Assume responsibility for the quality of the program (EC Section 8421[f][8][A]).
 - ii. Follow all fiscal reporting and auditing standards required by the department (EC Section 8421[f][8][B]).
 - iii. Provide the following information on participating pupils to the department:
 - 1. School day attendance rates (EC Section 8421[f][8][C][i]).
 - 2. Program attendance (EC Section 8421[f][8][C][ii]).
 - iv. Acknowledge that program evaluations will be based upon the criteria in Section 8427 (EC Section 8421[f][8][D]).
 - i. Certify that the applicant has complied with all federal requirements in preparing and submitting the application (EC Section 8421[f][9]).
6. The program certifies all of the following:
- a. Completion of an assessment of pupils' preferences for program activities (EC Section 8423[c][1]).
 - b. Access to, and availability of, computers and technology (EC Section 8423[c][2]).
 - c. Inclusion of a nutritional snack, meal, or both, and a physical activity element (EC Section 8423[c][3]). The physical activity element is applicable only if selected as an enrichment activity as part of EC Section 8421[b][2].


Authorized Agent Signature: 	Date: 11/2/2022
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**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

Application ID: 23-04-01-141-ASSETS-124

California Education Code Certified Assurances Page 4

- d. That the program will meet all of the evaluation requirements (EC Section 8423[c][4]).
- e. Fiscal accountability (EC Section 8423[c][5]).
- f. Collection and use of student social, behavioral, or skill development data collection to support quality program improvement processes. These student data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness (EC Section 8423[c][6]).
7. The designated public agency representative for the Applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each Applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The California Department of Education (CDE) shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (EC Section 8484.8[b][3]).
8. Grant recipients shall submit quarterly expenditure reports, and the CDE may withhold funds in subsequent years if access or literacy grant funds are expended for purposes other than as granted (EC Section 8484.8[b][4]).
9. Grant awards shall be restricted to those applications that propose primarily to serve students that attend schoolwide programs, as described in Title I of the federal No Child Left Behind Act of 2001 (Public Law 107-110). Competitive priority shall be given to applications that propose to serve students in schools designated as being in need of improvement under subsection (b) of Section 6316 of Title 20 of the United States Code, and that are jointly submitted by school districts and community-based organizations (EC Section 8484.8[d]).
10. A grantee shall identify the federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources, and shall prepare a plan for continuing the program beyond federal grant funding (EC Section 8484.8[e][5]).
11. A grantee shall submit semiannual attendance data and results to facilitate evaluation and compliance in accordance with provisions established by the department (EC Section 8484.8[e][6]).


Authorized Agent Signature: 	Date: 11/2/2022
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**21st Century High School After School Safety and Enrichment for Teens
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California *Education Code* Certified Assurances Page 5

12. If 15 percent or more of the students enrolled in a public school that provides instruction in Kindergarten or any of grades one to twelve, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such student by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (*EC* Section 48985[a]).

Authorized Agent Signature: 	Date: 11/2/2022
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21st Century High School After School Safety and Enrichment for Teens Grant Application

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Co-Applicant Participant Agreement Page 1 of 3

The California Department of Education (CDE) expects each 21st Community Learning Centers (CCLC) program to collaborate and cooperate with regular school academic programs to help students meet state academic standards. Accordingly, 21st CCLC sub-grantees 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 any community-based organization (CBO) partner. In accordance with the Education Department General Administrative Regulations Section 200.307, programmatic income (sustainability) must be used and maintained for the purposes and under the conditions of the initial Federal Award (21st CCLC grant). This is also applicable for all equipment and technology purchased for the effective implementation of the grant award (Section 200.313).

Local educational agency (LEA) leadership (superintendent, assistant superintendents, LEA Board, etc.) and **location leadership** (principal, assistant principal(s), etc.) agree to the following roles and responsibilities:

1. Maintain knowledge of state (CDE) and local LEA's 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities (free of charge), and student-level data.
4. Consider 21st CCLC project implementation and capacity building efforts as a multi-year commitment.
5. Participate in meetings as deemed appropriate, necessary, and/or as requested by the CDE.
6. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved request for applications (RFA); and adhere to all guidelines, regulations, and assurances as set forth in the grant application.
7. Provide school level oversight of the 21st CCLC program with faculty and staff.
8. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.

**21st Century High School After School Safety and Enrichment for Teens
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Co-Applicant Participant Agreement Page 2 of 3

9. Meet weekly/bi-weekly with the program manager or site coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.
10. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, email, newsletters, and websites; or by whatever means necessary or needed.
11. Visit 21st CCLC classrooms to support implementation efforts.
12. Assist with research and evaluation activities including the collection and management of data (including grant impact).
13. Include the work of the 21st CCLC program within the school and local LEA plan.
14. Remain apprised of the 21st CCLC federal and state statutes, ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the grant application.

Other Co-Applicants (CBOs, private schools, nonprofit agencies, institutions of higher education, public entities, native American tribe or tribal organizations) agree to the following roles and responsibilities:



1. Maintain knowledge of state (CDE) and local LEA's 21st CCLC site(s) goals, objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.
3. Meet weekly/bi-weekly with the program manager, site coordinator(s), and school leadership to communicate accomplishments and/or identify any areas of opportunity.
4. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, email, newsletters, websites, or by whatever means necessary or needed.

**21st Century High School After School Safety and Enrichment for Teens
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Application ID: 23-04-01-141-ASSETS-124

Co-Applicant Participant Agreement Page 3 of 3

5. Visit 21st CCLC classrooms to support implementation efforts.
6. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
7. Remain apprised of 21st CCLC federal and state statues, ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the grant application.

Superintendent Signature: 	Date: 11/9/22
Co-Applicant Signature: 	Date: 11/2/2022

Federal Funding Accountability and Transparency Act Sub-award Reporting Compliance Form

In accordance with the Federal Funding Accountability and Transparency Act, sub-grantees are required to report the following information to the California Department of Education (CDE) to receive funding. Recipients are required to register and maintain their Data Universal Numbering System (DUNS) in the System for Award Management (SAM) at <http://www.sam.gov>. **This form must be returned with the application package.** Per 2 CFR Part 25.205, failure to comply may result in the CDE determining that the applicant is not qualified to receive an award or may result in delayed payments.

Please read before completing this form.

If you are an educational agency that certifies thru the OPUS-CDE web application complete item 1 and sign the form. All other entities must complete all items below as it appears in your System for Award Management (SAM.gov) profile.

1. Name of entity receiving award Oakland Unified School District
2. Physical address associated with this DUNS number (city, state, zip + 4 required)
Address: 1000 Broadway, Suite 300
City: Oakland State: CA Zip: 94607-4099
3. Dun & Bradstreet (D&B) DUNS Number: 0 7 6 5 5 4 5 0 0
4. Total compensation and names of top five executives *if*:
 - a. This business or organization receive 80% or more of its annual gross revenues from the U.S. Federal government and those revenues are \$25M or greater in annual gross revenues?
Yes ___ No X If yes, proceed to question b.
 - b. Does the public have access to compensation information filed under section 13(a) or 15(d) of the Securities Exchange Commission (SEC) and IRS requirements?
Yes X No ___ If no, complete the table below.

Name	Compensation Total
1.	\$
2.	\$
3.	\$
4.	\$
5.	\$

I certify that the above information is true and accurate.


Authorized official signature

11-9-22
Date

Federal Funding Accountability and Transparency Act Sub-award Reporting Compliance Form

Sandra Aguilera
Authorized official printed name

H. Gomez
Title



OFFICE OF THE SUPERINTENDENT

November 4, 2022

Michael Funk
Director, Expanded Learning Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Mr. Funk:

Oakland Unified School District (“OUSD”) has implemented 21st Century Community Learning Center, After School Enrichment for Teens, and After School Education and Safety after-school programs since 2002. These programs provide beneficial expanded learning and other supports for students and families. They are an integral part of OUSD’s work to ensure that all students graduate from high school ready for college, career, and the community. Each program is planned, implemented, monitored, and continually improved in a collaborative process involving OUSD’s Expanded Learning Programs Office (“ExLO”) and multiple stakeholders; school leadership and faculty; lead agency partners and other community organizations; and students and families in Oakland schools.

I am writing this letter to outline OUSD’s commitments to supporting the After School Enrichment for Teens (ASSETS) program at Oakland Technical High School during the 2023-28 grant cycle. The following list details, subject to OUSD Board approval, OUSD’s in-kind contributions to that program:

- Space for programming and program management at the school sites.
- Grants management, fiscal oversight, support with planning and quality improvement, and support with partnership development and long-term program sustainability by OUSD’s Expanded Learning Programs Office and Community Schools & Student Services Department, valued at approximately \$10,000 per year.
- OUSD High School Career Pathway/Linked Learning resources, including support for program development, work internship coordination, work-based learning resources, and school day alignment by Career Pathway Coaches, Work-based Learning Specialists, and College & Career Readiness Specialists, funded through Oakland’s Measure N funding (2014 College and Career Readiness for All Act) and leveraged philanthropic dollars, valued at over \$30,000 per year.
- High School summer academic intervention, credit recovery programs, and bridge-to-9th-grade programs funded with school district unrestricted, Title I, and Measure N funds at approximately \$50,000 per year.
- After school snacks and supper provided by OUSD Nutrition Services, and funded through the U.S.D.A’s School Meals Program, valued at approximately \$25,000 per year.
- A Community School Managers at the school to support coordination of services and site-based partnership development, valued at \$25,000 per year.
- School-linked health services providing students with a range of health and wellness services including health screenings, immunizations, diagnosis and treatment of medical conditions, mental health services, dental screenings, health insurance enrollment, and health education, valued at approximately \$100,000 per year.
- Behavioral health services and social and emotional learning (SEL) supports including: case management training, Restorative Justice training, and on-site facilitation, crisis response, mental health referrals, support with Coordination of Services Teams, training on trauma-informed pedagogy, and support with implementation of Positive Behavioral Intervention Supports (PBIS), provided by OUSD Behavioral Health Unit and Social and Emotional Learning Unit, valued at over \$30,000 per year.



OFFICE OF THE SUPERINTENDENT

- Youth leadership and family engagement curriculum and training, including facilitation of communities of practice for parent liaisons and parent education curriculum provided by the OUSD's Office of Equity, valued at \$2,000 per year.
- Health and wellness-related programming support, including curriculum and training for gardening, healthy eating, and physical activity; and funding support for health-related youth participatory action research projects, provided by the OUSD Health and Wellness Unit and OUSD Teaching & Learning Department, valued at approximately \$15,000 per year.
- Curriculum and professional development from the OUSD Teaching & Learning Department and Office of Post-Secondary Readiness, including APEX credit recovery teacher stipends and student subscriptions to learning modules, valued at approximately \$6,000 per year.
- Data sharing and assistance with annual evaluation reports by OUSD's Research & Evaluation Office, valued at approximately \$2,000 per year.
- Fiscal monitoring and accounting of grant funds and expenditure reporting by OUSD Financial Services Dept., valued at approximately \$2,500 per year.
- Training and coordination around after school safety and emergency planning, and management of Culture and Climate Coordinators, valued at approximately \$2,500 per year.
- Additional in-kind resources from OUSD including translation services and communications support provided by our Communications Department, valued at over \$2,000 per year.

Overall, through the numerous in-kind resources and leveraged partnerships described above, OUSD will contribute, subject to OUSD Board approval, **at least \$302,000 each year** in leveraged resources throughout the 2023 – 2028 ASSETs grant period.

We appreciate the Expanded Learning Division's consideration of OUSD's ASSETs grant application, and look forward to continued partnership with your division.

Sincerely,

Sondra Aguilera
Interim Superintendent



November 1, 2022

Sondra Aguilera, Interim Superintendent
Oakland Unified School District
1000 Broadway, Suite 150
Oakland, CA 94607

Dear Ms. Aguilera:

Bay Area Community Resources is writing this letter to confirm our role as co-applicant in Oakland Unified School District's proposal to the California Department of Education for 21st Century High School ASSETS funding for the expanded learning program at Oakland Technical High School (Oakland Tech), and to detail how we will participate in and support the program.

The mission of Bay Area Community Resources (BACR) is to promote the healthy development of individuals, families and communities. There are three core components to our mission: a) To provide direct services to promote healthy development, b) To encourage volunteers to provide service to their community; and c) To build and strengthen all of the communities we serve, so that community members and institutions can effect change. BACR direct services are organized into program industry groups: After School, Behavioral Health Advocacy Prevention Treatment, Healthy Communities, National Service, and Youth Workforce.

Bay Area Community Resources has been a partner with OUSD in providing expanded learning programming to students since 2004. For the 2023-2028 grant cycle, Bay Area Community Resources will serve as site lead agency for OUSD's 21st Century ASSETS programs at Oakland Tech. In that role, we will:

1. Provide a Site Coordinator for the school site, responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership development activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.

5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century program in the school community.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the program, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century program at Oakland Technical High during and after the 2023-28 grant period.

BACR will provide these services under a subcontract with OUSD in the amount of approximately \$182,645 per year. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership and the OUSD Expanded Learning Office. We agree that the partnership between our agency and Oakland Tech will be reviewed annually.

In addition, BACR will provide approximately \$6,300 each year in matching in-kind resources in support of the expanded learning program at Oakland Tech. These resources will include time devoted to the program by high-level agency staff and support staff, for areas of support including program development, staff supervision and specialized professional development (in areas such as supervision, mandated reporting, trauma, conflict mediation, and youth development); volunteer recruitment, outreach, support, and training; and program monitoring.

Sincerely,



Don Blasky
Chief Program Officer

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

**Cohort 14
Fiscal Year 2023–24
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 2022



Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

21st Century Community Learning Centers and
After School Safety and Enrichment for Teens Programs
2023–24 Request for Applications

Contact Information

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

- Read the Request for Applications (RFA) in its entirety
- Reviewed the Frequently Asked Questions located at:
<https://www.cde.ca.gov/fg/fo/r27/cclcassets23faqs.asp>
- Reviewed the 21st CCLC Webinar located at:
<https://www.cde.ca.gov/fg/fo/r27/documents/cclc21strfaoverviewc14.pptx>

All RFA questions and correspondence should be submitted by email through the 21st CCLC RFA Helpdesk at 21stCCLCandASSETS@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 Wednesday, November 16, 2022, and mailed to the Expanded Learning Division (EXLD). **Mail the original application packet to the address below. Postmarks will be honored.**

In-person delivery of applications to the CDE is not currently allowed, all applications must be sent using United States (U.S.) mail.

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 14 Grant Cycle

- Clarification on the role of Co-Applicant(s) and their legal responsibility over all sites listed in the application (Please refer to Section V. Application and Program Requirements, E: Co-Applicant and Jointly Submitted Applications, in this RFA)
- Six virtual trainings and assessments must be completed and passed with a score of no less than 80 percent by every Applicant and Co-Applicant listed on the grant application by Wednesday, November 16, 2022.
- 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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I. Critical Dates for the Application Process

Dates	Critical Events
September 2022	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/rfa21standassets2023-24.asp .
Wednesday, November 16, 2022	All Applicants and Co-Applicants must complete and pass a series of virtual trainings and assessments. Failure to complete this requirement will result in disqualification.
Wednesday, November 16, 2022	The original, printed hard copy, “wet” signature, using blue ink application packet must be postmarked on, or before Wednesday, November 16, 2022 , and mailed to the EXLD. Postmarks will be honored. In-person delivery of applications to the CDE is not currently allowed, all applications must be sent using U.S mail.
Wednesday, November 16, 2022	Submission deadline for FFAST application narratives uploaded and submitted as Final into FFAST by 4:00 p.m. at https://faast.waterboards.ca.gov/ . No late submissions will be accepted into the online system.
August–September 2022	Recruitment and training of qualified reviewers to score application narratives.
November–December 2022	Applicants are notified if they have been disqualified based on the CDE screening of applications and eligibility criteria.
December 2022	Assignment of application narratives to qualified reviewers.
December 2022	Independent panel reviews CDE screening disqualification appeals submitted by Applicants.
November–January 2023	Application narratives reviewed; determination of Passing/Not Passing narratives.

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Dates	Critical Events
February 2023	Applicants are notified if they are not moving forward (Not Passing).
February–March 2023	Funding Priority—The CDE applies funding priority to applications with Passing narratives.
April 2023	Intent to Award (ITA) is posted on the CDE website (the ITA is NOT the final funding list).
April–May 2023	Independent panel reviews ITA funding priority appeals submitted by Applicants.
May 2023	The final ITA list will be posted on the CDE website when all data are verified and appeals are decided.

II. Purpose and Description of the Programs

A. 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 (EA) grants, and Summer/Supplemental programs for elementary and middle schoolers, while the After School Safety and Enrichment for Teens (ASSETs) program funds After School programs for high schoolers.

A continuation award (renewability), as defined in Section 4204(j) of the ESSA (20 *United States Code [U.S.C.]* Section 7174[j]) 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

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period. While California does consider sub grant performance during an annual review throughout the five-year cycle, California 21st CCLC **does not offer** renewability provided under 20 U.S.C. Section 7174(j).

B. Purpose

1. 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.

2. 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.

C. Funding

1. 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 14), starting in state fiscal year (FY) 2023–24. 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.

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In the previous funding cycle, FY 2022–23 (Cohort 13), Applicants requested over \$92 million in 21st CCLC Program funding, and approximately \$17 million was awarded. Of the 71 applications submitted, 22 applications were funded. Eighteen percent of the total funds requested were awarded, which indicates the highly competitive nature of the process.

2. 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 14), starting in state FY 2023–24. 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 2022–23 (Cohort 13), Applicants requested over \$48 million in ASSETs Program funding with approximately \$18 million being awarded. Of the 48 applications submitted, 23 applications were funded. Thirty seven percent of the total funds requested were awarded, which indicates the highly competitive nature of the process.

The initial minimum grant amount is \$50,000 per school site. 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 2021–22. 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>.

D. Program Types and Funding

1. 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 EA 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.

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Split funding will not be allowed between cohorts. If applying for a school site in one cohort for only subprogram, no additional subprogram can be added to that site in a different cohort.

For example: ABC Elementary was awarded an After School Base grant in Cohort 13. This site cannot apply for a Before School Base or Summer/Supplemental funding in the current Cohort 14 RFA.

- **After School Base Programs**

The After School Base program grants are provided for program operation during the regular school year, (*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 students 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 students 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 2021–22 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>. If no data exists for grades served, the CDE will base funding on the grades offered.

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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 2021–22 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/filesesp.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, (*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 students 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 students 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.

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- **After School Summer/Supplemental**

After School Summer/Supplemental programs may operate in excess of 180 regular school days or during any combination of weekends, summer, intersession, or vacation periods for a maximum of 30 percent of the total grant amount awarded, per school year, to the school. (*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 in excess of 180 regular school days or during any combination of weekends, summer, intersession, or vacation periods for a maximum of 30 percent of the total grant amount awarded, per school year, to the school. (*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**

EA 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]*). EA grants are only available for 21st CCLC (elementary/middle school) programs.

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Funding for EA is available in an amount not to exceed \$25,000 per school site, per year, according to the needs determined by the local community for the facilitation of EA to 21st CCLC Programs.

EA 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 EA funding.

2. 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.* Section 7174 [h]). Sites that are funded at minimum are still eligible to receive grant reductions if attendance targets are not met.

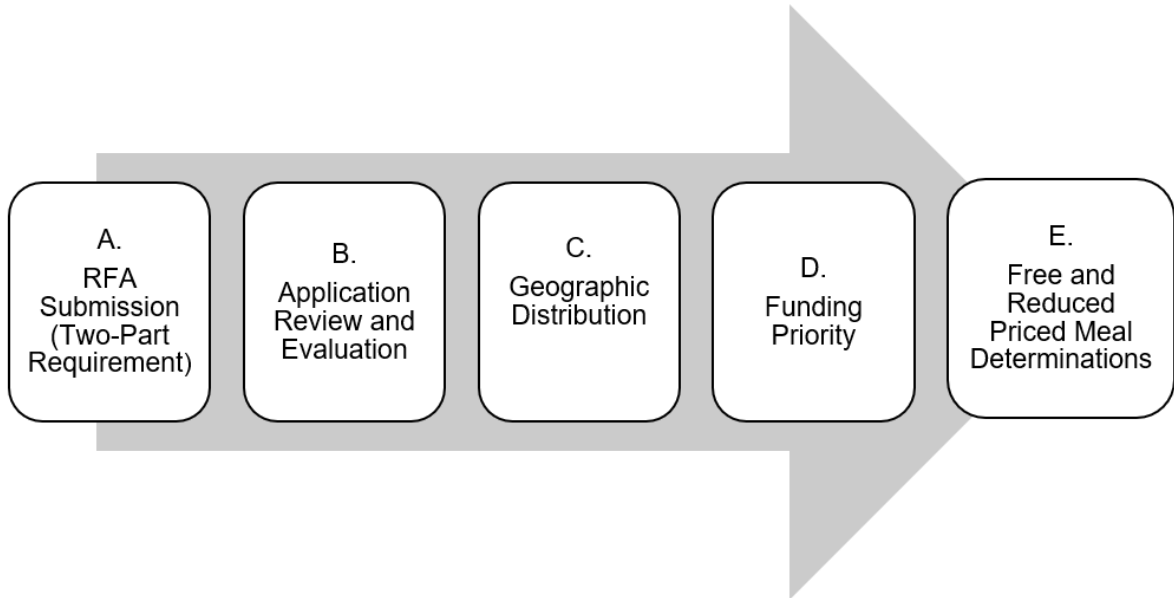
- **After School Safety and Enrichment for Teens After School Base**

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.

III. Overview of the Application Process

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

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A. Request for Applications Submission (Two-part Requirement)

1. 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 Wednesday, November 16, 2022, and mailed to the EXLD 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

In-person delivery of applications to the CDE is not currently allowed, all applications must be sent using U.S mail.

2. Upload of Application Narrative to the Financial Assistance Application Submittal Tool

- Applications are screened 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.

B. Application Review and Evaluation

- Qualified reviewers will read application narratives posted in the FFAST 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).

C. 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).

D. 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 EA funding will only be considered if the 21st Century After School Base grant has been funded through this RFA **and** the EA application narrative is passed by the reviewers (refer to Section VII. Funding Priority, in this RFA).
- If grade levels for the individual school sites are listed incorrectly, the Applicant must contact the Public School Directory to correct the grades served.

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 2021–22 file. 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 2021, and certified through the FY 2021–22 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 EXLD.

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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.

IV. 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 I 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 Title 1 school site data (FY 2021–22) can be found on the following web page: <https://www.cde.ca.gov/sp/sw/t1/schoolallocations.asp>.

The application should propose to provide 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 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.

A. 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

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- 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 EA funding.
- 21st CCLC grantees are not eligible to apply for increased funding or additional components on current grants (i.e., Before School, EA, Summer). However, current 21st Century ASSETs grantees are allowed to apply for increase funding up to the Legislative cap for their existing grant.

B. 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 2022–23 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 (APR) data for the grantee has been submitted prior to the reporting deadline

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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 Wednesday, November 16, 2022, at 4:00 p.m., the application **will be disqualified** (*EC* sections 8426[i] and 8483.7[a][1][G]).

C. Grant Reductions

In the past, due to COVID, there has been action to suspend the operation of grant reductions in the 2019–20, 2020–21 and 2021–22 school years. As this RFA is drafted, there are no additional waivers in place to further suspend grant reductions. If additional waivers are implemented after grants are awarded, the CDE will honor these waivers 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 the 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.

D. 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**.

E. 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/fq/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).

F. Disqualifications

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

1. Application Disqualifications

- Application due date: Any application mailed or postmarked past the due date of Wednesday, November 16, 2022, **will be disqualified**. Postmarks will be honored.
- In-person delivery of applications to the CDE is not currently allowed, all applications must be sent using U.S mail.

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- FFAST due date: Any application narrative not submitted as final on, or before Wednesday, November 16, 2022, 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 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**.

2. 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

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<https://www.cde.ca.gov/ds/sd/sd/files.asp>. The data used represents the count of the FRPM eligible students ages five through seventeen who were enrolled on Census Day, October 2021, and certified through the FY 2021–22 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 the 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 2023.

V. Application and Program Requirements

A. 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:
 - a. Assurance that the program will take place in a safe and easily accessible facility.
 - b. A description of how students participating in the program carried out

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by the community learning center will travel safely to and from the center and home, if applicable.

- c. 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:
 - a. 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.
 - b. In alignment with the challenging state academic standards and any local academic standards.
5. 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).
6. 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.
7. 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.
8. A description of the partnership between an eligible entity and external organizations, if available, in the community.
9. An evaluation of the community needs and available resources for the community learning center, and a description of how the program

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proposed to be carried out in the center will address those needs (including the needs of working families).

10. 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.
11. A description of a preliminary plan for how the community learning center will continue after funding ends.
12. An assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request 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.
13. 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.

B. Authorized Activities

Applicants shall 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:
 - a. The challenging state academic standards and any local academic standards; and
 - b. Local curricula that are designed to improve student academic achievement.
2. Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
3. Literacy education programs, including financial literacy programs and

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- environmental literacy programs;
4. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
 5. Programs that provide After School activities for students who are English Learners (EL) and that emphasize language skills and academic achievement;
 6. Programs that provide After School services for individuals with disabilities;
 7. Cultural programs;
 8. Telecommunications and technology education programs;
 9. Expanded library service hours;
 10. Parenting skills programs that promote parental involvement and family literacy;
 11. Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement;
 12. Drug—and violence—prevention programs and counseling programs;
 13. 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;
 14. 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 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.*);
 15. Summer/Supplemental learning loss; and
 16. 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.

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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 FFAST online application system.

C. 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 students (*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 students, 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 EA application narrative should provide a thorough assessment of site-specific needs for EA to 21st Century Programs. Refer to the 21st Century EA Application Questions (see Attachment 3—21st Century EA 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 FFAST 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.

E. 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. It is important to select a Co-Applicant(s) that will oversee the entire application and not just a sub-set of sites. If a Co-Applicant(s) only wants to assume responsibility for a subset of sites, a separate application will need to be submitted for the different Co-Applicant(s). Refer to Attachment 5—Key terms, in this RFA, for the definition of a Co-Applicant.

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;

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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 applying for this RFA must complete a series of six training videos and assessments to ensure a solid understanding of the grant requirements. ***Non-compliance of each Applicant and Co-Applicant listed on the grant application to take the trainings and pass the assessments with a score no less than 80 percent will result in the application being disqualified from the process. If the Applicant does not pass with a score of 80 percent or higher, they may retake the training and quiz before the deadline.***

The trainings and quizzes can be accessed here:

- Quality Standards training and quiz:
<https://surveys3.cde.ca.gov/go/qualitystandards2022.asp>
- Grants 101 training and quiz:
<https://surveys3.cde.ca.gov/go/grants101-2022.asp>

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- Grant Modifications training and quiz:
<https://surveys3.cde.ca.gov/go/grandmodifications2022.asp>
- Federal Program Monitoring training and quiz:
<https://surveys3.cde.ca.gov/go/fedpgrmonitoring2022.asp>
- Direct Service to Pupils training and quiz:
<https://surveys3.cde.ca.gov/go/directservice2022.asp>
- Continuous Quality Improvement training and quiz:
<https://surveys3.cde.ca.gov/go/contqualimprovement2022.asp>

It is the Applicant's responsibility to ensure that all Co-Applicants listed on the original grant application are notified and adhere to these requirements as not all contact information is entered into the ASSIST database. If a Co-Applicant is listed on multiple applications or an Applicant is listed on multiple applications, they only have to take the training series once. The CDE will review the grant applications to ensure that Applicants and Co-Applicants have taken and passed each of the six assessments with a score of no less than 80 percent. Proof of passing scores do not need to be submitted with this RFA, however, the CDE recommends keeping a copy of the passing scores for the records of all those applying.

F. Charging Family Fees (Program Income)

Federal statute 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 *EC* Section 8482.6, programs shall waive fees for children who are eligible for FRPM, 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;

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- 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 Section 200.307(e) 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 subgrantee'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 subgrantees to collect fees, subgrantees 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.

G. 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

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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/directservguidance.asp>, as well as the CDE Field Trip and Recognition Guidance web page located at <https://www.cde.ca.gov/ls/ex/fieldtripguide.asp>.

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][G][H]).

Percent of the Total Funded 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.

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Percent of the Total Funded Grant Amount Paid Annually	Reporting Requirements
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

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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 described in 20 U.S.C. Section 7173(a)(14)(a) (20 U.S.C. Section 7175[b][1][D]); and
5. Collect the data necessary for the measures of student success described in number 4 of this section. (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:

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- Regular school day attendance using statewide student identifiers, for participating students who are unduplicated, at the school on an annual basis (*EC* sections 8483.55[c][1] and [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 student 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]);
- Student 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 21APR 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.

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NOTE: On May 27, 2020, the U.S. Department of Education introduced the revised GPRA measures which began in the Spring of 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.

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 FFAST 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 EA 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 EA Application Narrative, in this RFA. If the reviewers determine that the narrative describes a quality program, the application will then 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, the application will then 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. Applicants must pass 7 of the 12 narrative components in order to be advanced in the process. 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:

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21st Century Community Learning Centers Priority Items (Elementary/Middle Schools)	Statutory Authority
<p>The application proposes to target services to students who primarily attend Title I 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 I) to improve student academic achievement and other outcomes, and serve the families of such students.</p>	<p>20 U.S.C. Section 7174(i)(1)(A)(I)</p>
<p>The application is jointly submitted by at least one Title I LEA and another eligible entity, or</p> <p>Demonstrates that the LEA or eligible entity is unable to partner with a CBO in reasonable geographic proximity and of sufficient quality.</p> <p>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.</p>	<p>20 U.S.C. Section 7174(i)(1)(B)</p> <p>20 U.S.C. Section 7174(i)(2)</p>
<p>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.</p>	<p>20 U.S.C. Section 7174(i)(1)(A)(II)</p>

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21st Century Community Learning Centers Priority Items (Elementary/Middle Schools)	Statutory Authority
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 intersession 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 11 21st CCLC grants if the program has satisfactorily met grant requirements under EC Section 8484(a).	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 I 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 I) 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)

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After School Safety and Enrichment for Teens Priority Items (High School)	Statutory Authority
<p>The application is jointly submitted by at least one Title I LEA and another eligible entity, or</p> <p>Demonstrates that the LEA or eligible entity is unable to partner with a CBO in reasonable geographic proximity and of sufficient quality.</p> <p>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.</p>	<p>20 U.S.C. Section 7174(i)(1)(B)</p> <p>20 U.S.C. Section 7174(i)(2)</p>
<p>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 11 grants that have satisfactorily met grant and attendance requirements.</p>	<p>EC Section 8422(a)</p>

There are five possible priorities for 21st CCLC and there are four possible priorities for ASSETs. 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 EA funds will be funded only if their After School Base grant has been funded through this RFA **and** the EA application narrative is passed by the reviewers (see Attachment 4—21st Century Rubric for EA

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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 student attending a school in the school district. Priority for enrollment shall be given to the students 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]).
2. 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]).
3. 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]).
4. Urban and rural areas shall be as defined by the United States Census

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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
Expanded Learning Division
California Department of Education
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 be 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.

1. 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:

- i. The impartial panel determines, after reviewing all appropriate submissions, that an evidentiary hearing is needed to resolve a material factual issue in dispute.
- ii. The impartial panel determines, after reviewing all appropriate submissions, that oral argument is needed to clarify the issues in the case.
- iii. 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 Wednesday, November 16, 2022, 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)
- California *Education Code* Certified Assurances—refer to Required Signatures and Assurances section. (one set needs to be signed by the Applicant, and one set by the Co-Applicant(s), if applicable).
- EA Certified Assurances (21st CCLC elementary/ middle only, if applicable)
- Co-Applicant/Partner Agreement Form (signatures required)
- Program Income Form (signatures required if applicable)

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- 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 Form (only needs to be submitted by Non-LEA's)

Completion of the six virtual trainings and assessments by all Applicants and Co-Applicants listed on the grant application with a score of no less than 80 percent. (Note: *Documentation that each Applicant and Co-Applicant have taken and passed each of the six assessments with a score of no less than 80 percent does not have to be submitted to the CDE with this application. However, the CDE recommends keeping a copy of the passing scores for the records of all applying.*)

Additional ASSIST Forms—Each of the forms listed below must be entered into ASSIST manually by the Applicant by November 16, 2022, 4:00 pm at <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
- EA Grant Budget
- ESSA Certified Assurances

Additional Forms Download can be located on the CDE website at <https://www.cde.ca.gov/fq/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 Wednesday, November 16, 2022, at 4:00 p.m. The FAAST Submittal Tool can be accessed 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).

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- Upload the Application Narrative and supporting attachments into the FFAST 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 FFAST. 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 FFAST 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?

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?

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 through 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 FFAST).
- 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/cqiguide.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 FFAST)?
- 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 EA 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 EA Narrative section of this RFA.

Each section and corresponding question will appear in the FFAST 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 EA to the 21st CCLC Program participants (i.e., how the EA 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 educational 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, CBO, 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 students through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are student-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 CBOs (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.