GREENLIGHTS
GRANT INITIATIVE
A PROJECT OF THE JUST KEEP LIVIN FOUNDATION

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21st Century Community Learning Centers and the Bipartisan Safer Communities Act

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Julie Assel, GPC, CGMS, Assel Grant Services

Today's Expert

- Over 20 years of writing and managing federal and state grants at the intersection of education, mental health, safety, and social emotional learning.
- Written over $145 million in awarded grants in the last 20 years.
- Former reviewer for the Missouri Department of Elementary and Secondary Education. Former Grant Coordinator for the Kansas City, Missouri School District.
- Credentialed Grant Professional (GPC), Certified Grants Management Specialist (CGMS)
- Approved Trainer from the Grant Professionals Association, regularly presenting grant related trainings through national, state, and local associations, organizations, and partners.

Learning Objectives

- ✓ Understand the core elements of all local 21st CCLC grant applications
- ✓ Understand how the BSCA is relevant to 21st CCLC
- ✓ Understand the six allowed funding areas
- ✓ Understand how these may integrate within the 21st CCLC local application
- ✓ Understand how to create a high-quality response that integrates these allowed funding areas

Acronyms

- ✓ 21st CCLC – 21st Century Community Learning Centers
- ✓ ESEA - Elementary and Secondary Education Act
- ✓ NCLB – No Child Left Behind
- ✓ SEA – State Educational Agency
- ✓ ESSA – Every Student Succeeds Act
- ✓ LEA – Local Education Agency
- ✓ BIE – Bureau of Indian Education
- ✓ RFP – Request for Proposal
- ✓ MOU – Memorandum of Understanding
- ✓ STEM – Science, Technology, Engineering, & Mathematics
- ✓ BSCA – Bipartisan Safter Communities Act

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Background and Basics of 21st CCLC

Background of 21st CCLC Funds

- ✓ Created in 1994
- ✓ Expanded by No Child Left Behind
- ✓ Reauthorized in 2015

- ✓ Academic enrichment
- ✓ Additional services
- ✓ Non-school hours

Purpose of 21st CCLC Funds

- ✓ Academic tutoring to meet standards
- ✓ Diverse enrichment activities
- ✓ Family engagement

What is a community learning center?

- ✓ Academic support outside school hours
  1. before and after school
  2. weekends
  3. during school breaks
- ✓ Enrichment activities complement school curriculum
- ✓ Tailored to students' academic needs
- ✓ Promotes family engagement

Core Elements

- ✓ Description of Activities
- ✓ Improvement of Student Achievement & Overall Success
- ✓ Collaboration with Other Programs
- ✓ Program Development and Execution
- ✓ Ensuring Project Effectiveness
- ✓ Targeting Students for Extra Support
- ✓ Supplement Not Supplant
- ✓ Partnership Collaboration
- ✓ Addressing Community Needs
- ✓ Use of Evidence-Based Practices
- ✓ Sustainability Plan
- ✓ Public Review Process
- ✓ Utilization of Volunteers

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Federal Requirements

Operation Requirements

- ✓ No set hours required
- ✓ Programming offered outside school hours
- ✓ No fees for services provided during non-school hours
- ✓ Elementary program – minimum of 300 hours

  (July 1 to June 30)
- ✓ Middle/high school – minimum 250 hours

  (July 1 to June 30)

Program Requirements

- ✓ Academic & Enrichment Activities
- ✓ Family Engagement Strategies
- ✓ Adult Education
- ✓ Community Advisory Group
- ✓ Collaboration with Private Schools
- ✓ Staff Professional Development
- ✓ Health Snack Provision
- ✓ Transportation Accessibility

Target Population

- ✓ Must target students who attend:

1. Title 1 school with 40% or more poverty
2. Title 1 school with waiver for school=wide program
3. Non-Title school with 40% or more poverty

Or SEA decides for school-wide eligibility.

Evidence-Based Practices

Level	Definition	Requirements
Strong Evidence	Proven Impact: Experimental Studies	Well-conducted experimental study
Moderate Evidence	Impact Evident: Quasi-Experimental Studies	Well-conducted quasi-experimental study
Promising Evidence	Positive Effect: Correlational Studies with Controls	Well-conducted correlational study with statistical controls
Rationale-Based Evidence	Promising Potential: High-Quality Research	Rationale based on research findings or positive evaluation. Ongoing impact assessment efforts.

Priorities

- ✓ At-risk students
- ✓ Families of targeted students
- ✓ Joint applications with LEAs
- ✓ Emphasis on expanding activity accessibility
- ✓ No priority for extending the regular school day

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Eligibility

Eligibility

- ✓ LEAs
- ✓ Community-based organizations
- ✓ Indian tribes
- ✓ Public or private entities
- ✓ BIE-funded schools

(both state and BIE subgrant – not the same activities)

- ✓ Signed MOUs between non-LEAs and schools required

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Standard Application Components

Needs Assessment and Available Resources

- ✓ Needs Assessment
- ✓ Data Analysis
- ✓ Available Resources
- ✓ Stakeholder Engagement

Program Design

- ✓ Program Structure
- ✓ Student Demographics
- ✓ Recruitment and Engagement
- ✓ Activity Planning
- ✓ Research Support

Management Plan

- ✓ Clear Responsibilities
- ✓ Organizational Structure
- ✓ Fiscal Agent Designation
- ✓ Grant Management Experience

Evaluation by Level

✓ State Evaluation Requirements

1. Comprehensive evaluation using State funds
2. Develop plan aligning with academic needs
3. Include indicators tracking student success
4. Publicly disseminate evaluation

✓ Alignment with Federal Measures

1. Use DOE measures or add additional ones
2. Make plan available to applicants and subgrantees

✓ Local Evaluation Responsibilities

1. Subgrantees conduct periodic evaluations
2. Use results to refine and improve programs
3. Provide public access to results

Evaluation – Cont.

- ✓ Performance Measures
- ✓ Data Collection
- ✓ Continuous Quality Improvement
- ✓ Ongoing Engagement

Budget

- ✓ 4-year budget; 1-year breakdown
- ✓ SEA thresholds for line items
- ✓ Funds for evaluation, professional development, travel
- ✓ Maximum 8% for indirect costs

Sustainability, Adequacy of Resources

- ✓ The necessary financial, human, and community resources
- ✓ Monitor/adjust resource allocation
- ✓ Highlight partnerships for sustainability
- ✓ Funding beyond the grant period

Appendices (may vary by state)

- ✓ Needs Assessment
- ✓ Advisory Group Details
- ✓ Previous/Current Out of School Time Program
- ✓ Evidence of Child-Care Licensure
- ✓ Competitive Preference Priorities
- ✓ Other Relevant Documentation

SEA Priorities

- ✓ Foster a safe, inclusive environment
- ✓ Integrate STEM activities
- ✓ Prioritize geographic diversity, favoring new applications, underserved areas, and communities without prior subgrants
- ✓ Incorporate trauma-informed approaches
- ✓ Career education for middle schoolers
- ✓ Programs for 15+ hours weekly
- ✓ Applicant workshops encouraged, often mandatory

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21st CCLC Application Prework

What Needs to be Worked On Early

- ✓ Needs Assessments
- ✓ Data Collection/Analysis
- ✓ Aligning Program Goals with Community Needs and Data
- ✓ Establish Communication and Partnerships
- ✓ Obtain Signed MOUs from Partners
- ✓ Gather Assurances, Certifications, other Signatures

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Bipartisan Safer Communities Act (BSCA)

What is BSCA? – Background and Purpose

- $50 million for 21st CCLC program
- Distributed by formula to states
- No extra application is needed by the states
- "evidence-based practices to increase attendance and engagement of students in the middle grades and high school"
- Prioritize applications or supplementary supports

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How BSCA and 21st CCLC are Integrated

Integrating 21st CCLC w/ BSCA for Competitive Advantage

- A strong 21st CCLC proposal BSCA funding chances
- BSCA values evidence-based practices for attendance and engagement
- In 21st CCLC, prioritize reducing chronic absenteeism and strengthening connections

BSCA Six Allowable Activities

- Welcoming, safe, and inclusive environment
- Family engagement and family supports
- Strong connections between schools and 21st CCLC programs to allow continuity of supports
- Trauma-informed practices
- Mentoring programs built on strong relationships
- Relevant and engaging learning experiences

Needs Data - School

- Collect academic data
- Gather student demographic data
- Collect school climate data through surveys
- Track disciplinary incidents and attendance rates
- Access student perceptions of safety and inclusivity

Needs Data - Community

- Demographic data on families
- Surveys and interviews with community members
- Participation rates in family events
- Surveys and interviews with students
- Data on student interests and learning styles
- Focus groups with students
- Participation rates and feedback in program activities

Design Activities Utilizing Data

- Data Analysis
- Identify Needs and Opportunities
- Brainstorm Activities
- Engage Stakeholders
- Align with CCLC and BSCA
- Accommodate Diversity
- Provide Detailed Descriptions

Design Evidence

- Evidence-Based Activity Design
- Adaptation and Customization
- Pilot Testing
- Continuous Monitoring and Evaluation

Questions

Email:
Julie.Assel@AsselGrantServices.com

Phone:
(913) 908-4150

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End/Thank you