Nita M. Lowey 21ˢᵗ Century Community Learning Centers
2023-2024 Competitive Grant

Contents

Montana 21st CCLC Grant Guidance

Grant Background

The purpose of the initiative is to establish 21st Century Community Learning Center (CCLC) programs that provide economically disadvantaged students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites, located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development, that may include, but are not limited to tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), service learning, physical fitness and wellness, career and technical programs, career exploration and development, internships, or apprenticeship programs, etc. The 21st CCLC program must also engage adult family members of actively participating students, through educational and personal development opportunities.

Grant Time Period

A Montana 21st CCLC Grant cannot exceed five years. Continuation from one funding year to the next, within the five years, is contingent upon program performance and appropriations by Congress. Montana 21st CCLC funds will diminish during the fourth and fifth years of the five-year grant. Funds will be awarded in full during the first three years of the grant. During the fourth year, Montana 21st CCLC funds will pay 80 percent of the original award. During the fifth and final year of the grant, Montana 21st CCLC funds will pay 70 percent of the original award. The diminution of funds in Years 4 & 5 reflects the applicant's commitment to sustaining the program as referenced in the Sustainability component of this application. The budget, included in the application, must reflect this diminution of grant funds.

Funding Authority

The Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287.

Grant Awards

All awards are subject to availability of Federal funds. Grant applications are subject to negotiation with the MT OPI, and final awards may be lower than proposed. A preliminary award letter will be issued by the MT OPI. Once the preliminary award is accepted by applicants, grant awards will be finalized through the E-grants system.

Total Funding Amount

An applicant may not request an amount less than $70,000. Standalone applicants may request up to $250,000. A consortium may apply for up to $450,000. The maximum cumulative amount that the organization (whether it be a school district, community-based organization, or faith-based organization) can receive across all granted funds is $450,000. The program year runs from June 1 to May 31. The fiscal year is July 1 to June 30.

Funding Approval

Applications for 21st CCLC grants are highly competitive in nature. Applications will be released by the Montana (MT) Office of Public Instruction (OPI) based on the availability of funds. Completed applications and attachments will be reviewed and scored by readers selected by a third-party vendor based on the criteria outlined in the Request for Proposals (RFP).

Funding Purpose and Priorities

The specific purposes of the programming according to the law are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, meet the challenging State academic standards.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, art, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by the community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. (Every Student Succeeds Act: Section 4201(a))

Competitive Bonus Points

Up to 5 additional points will be awarded for each competitive priority that is met by the applicant. For cooperative proposals, at least 75% of the school buildings to be served must meet an individual competitive priority to receive the 5 additional points. All the competitive priorities do not need to be met.

1. The applicant will serve students attending schools in eastern Montana counties (Phillips, Valley, Daniels, Sheridan, Roosevelt, Richland, McCone, Garfield, Dawson Prairie, Wibaux, Fallon, Custer, Rosebud, Treasure, Powder River, Carter).
2. The applicant does not have an active 21st CCLC grant award (application must meet grant requirements).

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

3. The applicant proposes to provide at least 6 weeks of summer programming (4 days/week and 3 hrs/day or offer a minimum of 72 hours of programming).

Geographic Reach

To the extent practicable, the MT OPI will distribute funds equitably among geographic areas within Montana, including urban and rural communities. Montana strives for equitable distribution of funds. With a focus on high-needs communities, there is a large geographical spread to disperse funds. Montana ensures equitable distribution of funds while using a scoring process to ensure high quality programs are funded. The MT OPI, in meaningful consultation with the governor's office, reserves the right to adjust grant awards to ensure equitable distribution of funds.

Eligible Applicants

In accordance with federal guidance from the United States Department of Education (USDOE), the MT OPI requires organizations to submit proposals, which establishes a partnership with at least one public school district. Any public or private organization is eligible to apply. Examples of these agencies and organizations include but are not limited to:

- School Districts
- Educational Consortia
- Non-profit agencies
- Education Service Centers
- Faith-based organizations
- For-profit organizations

Current 21st Century Community Learning Centers (21st CCLC) grantees are eligible to apply for funds. LEAs may apply for additional grants if they expand services to include additional schools (example: serving four schools instead of two schools) wherein the overall program will serve a greater number of students. However, the grantee cannot be awarded additional funds to their current grant.

21st CCLC funds may be used to expand and enhance current activities provided in existing after-school programs, whether supported by public or private funds. Applicants must bear in mind that 21st CCLC funds can be used only to supplement and not supplant any Federal or non-Federal funds used to support current programs. Applicants shall not propose to target student populations that are targeted by another existing 21st CCLC program.

For Example:

Allowable: As reasonable and necessary, funds may be used to expand or enhance current activities, or to establish programs in nonparticipating schools within an LEA that has a 21st CCLC grant.

Not allowable: Using funds to pay for (a) continuation of current activities with no

expansion or enhancement or (b) to establish programs in a participating LEA that has a 21st CCLC grant.

School Eligibility

In deciding whether to apply, applicants/consortiums should keep in mind the priority target for 21st Century Community Learning Centers funds. The Every Student Succeeds Act, Section 4203(a)(3) requires that a state education agency "…will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support; and will 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; including low income students and families." The MT OPI will give priority to applicants who meet two of the following. Note: at least 75% of feeder schools identified in the populations to be served table must meet two of the following:

- Feeder schools must have at least a rate of 35% Free and Reduced Lunch program student participation. In Montana, these counts should be taken for the MT OPI's AIM October snapshot.
- Feeder schools are implementing Title I School Wide or targeted supports.
- Feeder schools have identified a need to support students who are at-risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

Private School Students

As per federal regulation, public schools must consult with private schools in their service area to offer participation in Every Student Succeeds Act Federal Programs. This regulation pertains to all entities who choose to apply for 21st CCLC funds.

A private school is defined as a school supported by a private organization or individuals other than government. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must offer to provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and private schools in the geographical area served by the center. Grantees must consult with private school officials during the design and development of the 21st CCLC Program on issues such as how the children's needs will be identified and what services will be offered. A detailed MOU with each private school located within the catchment areas should be acquired detailing the referral process from the private school to the program.

For those applying for funds, an Affirmation of Consultation with Private Schools form must be current and on file with the MT OPI for all school districts named in the grant application. The following two forms must be submitted to the Title I office at the MT OPI for the year in which the 21st CCLC program is funded. This includes all non-school district applicants.

- [Affirmation of Consultation with Private Schools](#)
- [Title I Equitable Share Services Agreement](#)

Consortiums

A consortium is a group of two or more local education agencies (nonpublic LEAs may be included) or educational service agencies that group together in order to establish, operate or improve local education or prevention programs. A consortium must be represented by a "prime applicant" (i.e., host) which is normally a public school district. An elementary school and high school with a combined school board that applies for a grant to serve both the elementary and high school programs will **not** be considered a consortium. Applicants can form a consortium to apply for the grant. To do so, the partnership or consortium must complete the [consortium partnership signature page](#), and meet the following requirements:

- The consortium must designate one of the partners to serve as the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation.
- As an eligible grant recipient, the applicant must receive, administer the grant funds, and submit the required reports to account for the use of grant funds.
- As the fiscal agent, the applicant must require consortium partners to sign a data agreement, Memorandum of Understanding (MOU), that specifically outlines all services each partner agrees to provide.
- As the fiscal agent, the applicant must conduct ongoing fiscal reports and programmatic monitoring of each member of the consortium.
- Each member of the consortium must produce a local evaluation separate from the fiscal agent. The fiscal agent will also need to produce a local evaluation.

If awarded, each member of the consortium must receive at least $50,000 and no more than $250,000. A consortium may apply for up to $450,000. The budget detail must outline the funds for each member of the consortium. Ongoing collaboration between entities must occur and be documented. It is expected that consortiums have quarterly meetings with all consortium members. Meeting agendas and minutes will be reviewed during monitoring visits.

Consortium partners can include other public and nonprofit agencies and organizations, educational entities, recreational, cultural, and other community service entities. Furthermore, the MT OPI recommends applications with partnerships between schools and community-based organizations experienced in providing before-school and after-school services.

Program Delivery

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Authorized Program Activities

Under *Every Student Succeed Act* Section 4205(a) each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including before- and after-school, school holidays, or summer recess) that advance students' academic achievement.

Program Components

Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no one single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the needs of the communities they serve.

The MT OPI expects 21st CCLC programs to continually strive to incorporate these quality components into their program models:

- Goal Setting, Strong Management, and Sustainability.
- Quality Afterschool Staffing.
- High Academic Standards.
- Attention to Safety, Health, and Nutrition Issues.
- Linkages Between School-Day and Afterschool Personnel.

- Develop Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups.
- Strong Involvement of Families.
- Enriching Learning Opportunities.
- Evaluation of Program Progress and Effectiveness.

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults such as parental involvement and family literacy. Services may be provided to families of students to advance the students' academic achievement. A "family member" can include any adult who play an important role in the student's life. That person does not need to be in the same household.

Services for pre-kindergarten children are allowable. Although "students" are designated in statute as the intended beneficiaries of the program, the MT OPI believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school.

Summer Programming

The 21st Century Community Learning Centers (CCLC) grant is applicable to expenses occurring between June 1, 2025 and June 30, 2025, for the purpose of funding for this application. Grant applicants are required to detail the structure of a standard summer program within the grant

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

narrative, specifically focusing on the period from June 1, 2025, to August 15, 2025. It's important to note that the 21st CCLC grant does not permit funding for a summer program in 2024. This deliberate exclusion is intended to allow ample time for comprehensive training by the MT OPI to subgrantees, ensuring preparedness for the upcoming school year program.

Continuous Quality Improvement: Monitoring, Evaluation and Reporting Requirements

Continuous Quality Improvement Process (CQIP)

This section reviews requirements related to 21st CCLC Comprehensive Quality Improvement Process (CQIP) which incorporates program monitoring, federal evaluation reporting, and state and local evaluation. In accordance with ESSA Sec. 4205(b)(1), 21st CCLC programs are required to conduct ongoing monitoring and evaluation to assess progress towards achieving the goal of providing high quality opportunities for academic enrichment and to provide evidence that the program helps students meet the State and local student academic achievement standards. Below are the federal, state, and local requirements for monitoring, evaluation, and reporting for the Montana 21st CCLC grant program. By accepting grant funds, subgrantees agree to participate in all components of the program monitoring, evaluation, and reporting efforts listed below. All 21st CCLC grantees are asked to budget funds to meet these requirements. It is expected the local evaluator will work with each grantee beginning in year 2 and continue working with each grantee through the lifetime of the grant.

Each program will utilize the CQIP, and the tools described within to perform an annual improvement process. Specific technical assistance dates and guidelines for this process will be provided to successful applicants. The CQIP incorporates the Montana Elements of Quality Programming.

21st CCLC programs are required to conduct and submit to MT OPI an annual End of Year report (formative assessment) as outlined below. The purpose of this report is to support continuous quality program improvement. The formative assessment should measure progress in meeting local, state, and federal program goals and objectives. A program quality self-assessment will also be conducted annually to obtain a measure of progress towards Montana's Elements of Quality. Using the information from the End of Year report and program quality self-assessment, an annual Action Plan will be completed which describes specific actions planned for program improvement.

Required Data Submission

Federal: The USDE contracts to design, deploy and maintain a web-based data collection system to capture Annual Performance Report (APR) information regarding 21st CCLC programs across the nation. All state 21st CCLC programs must complete data modules and submit information to OPI to enter the reporting system. MT OPI is currently using the Transact AS21 system for

data collection. Each year's term runs from June 1 - May 31. The current reporting periods are Summer and School Year; data from each term must be reported separately.

State: All funded programs will be required to collect and submit data to: (1) demonstrate substantial progress has been made toward meeting the objectives outlined in the grant application, and (2) collect data addressing the performance indicators, includes, but is not limited to: student demographic information, program schedule and activities, outcome data, and daily attendance.

The state data system (Transact AS21) will be regularly reviewed and monitored monthly to determine sub-grantee's compliance with the program requirements. Timely and accurate submission of data will also be considered to determine sub-grantee performance.

Applicants should consider staff time to meet this program requirement when making budget and staffing decisions. Entry of site level data (e.g., attendance, academic progress, activity information) captured by the Transact system must begin within 30 days of completion of the startup training or program's start date. Note - Attendance must be taken daily in your program and must be entered into Transact monthly (at minimum). Following the initial entry of data, it is required entries are completed monthly during program operations.

Monitoring Requirement

OPI monitors sub-grantees' compliance with requirements of the grant program (including completion of data) on an annual basis through documents, Transact reviews, and telephone/email contacts. In addition, OPI will conduct at least one onsite visit to every funded center during the five-year grant period. Additional visits may occur based on results from ongoing monitoring and risk analysis conducted by OPI. The purpose of the onsite visit is to validate information provided in fiscal and program reports, and to gather more detailed information on implementation efforts and program quality. For more information on monitoring requirements, please go to the monitoring handbook.

Note: the fiscal agent for consortiums must complete monitoring visits (using the OPI template) of each consortium member **before** the MT OPI onsite monitoring visit.

Evaluations

State Evaluation Requirement

Sec 4206(b) of ESEA requires states to conduct periodic evaluations in conjunction with the OPI's overall evaluation plan to determine the effectiveness of programs and activities provided with these federal funds. OPI will contract with an independent evaluation firm to evaluate the effectiveness of the 21st CCLC program statewide and to identify specific needs for continuous improvement and technical assistance. The state evaluation model incorporates data and evaluation results provided by grantees on an annual basis. Grantees will be required to complete annual surveys as part of the statewide evaluation activities and are expected to respond to additional data requests related to the state evaluation effort. This evaluation

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

addresses the Federal Government Performance and Results Act (GPRA) indicators for the 21st CCLC program, as well as state evaluation goals, objectives, and indicators.

Local Evaluation Requirement

Applicants receiving 21st CCLC program funds are federally 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. Results of these evaluations shall be:

- Used to refine, improve, and strengthen program, activities, and performance measures.
- Made available upon public request, with public notice of such availability; and,
- Used as criteria for the state to determine continuation of funds.

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 OPI (see below). A framework for implementation of this requirement, state guidelines and training will be provided by OPI and the OPI 21st CCLC grant evaluator within the first year of the grant.

End of Year Program Quality Assessment Report Requirement (Formative Assessment)

OPI requires that each subgrantee highlight their unique program impacts each grant year. The End of Year Report should include a formative assessment that provides evidence that the program provides high quality opportunities for academic enrichment and helps students meet the State and local student academic achievement standards. The End of Year Report should also identify program strengths, recommendations for program improvement, and description of progress made towards sustainability. Subgrantees will be provided with a template to complete this formative assessment. End of Year reports will be shared annually with OPI staff and must be made public upon request.

External Formal Evaluation Requirement

An external evaluator is someone from outside your program who conducts an independent evaluation of your program. The external evaluator should have had no part in writing, developing, or implementing your grant. Grantees may not use other grantees or the OPI State evaluator as their external evaluator.

In the first year of the grant, an external evaluator should be hired. Grantees are expected work with their external evaluator during years two through five. For the remainder of the grant, the local evaluator will be required to work collaboratively with the grantee to complete the required evaluation requirements. Additional expectations for an external evaluator include, but are not limited to:

- Develop or assist with developing an overall plan for evaluating the program outcomes and offer technical support for the summative evaluation.

- Assist staff with understanding the evaluation and its use for making data-driven program decision for planning and implementation of effective programming.
- Use data gathering methods or tools in an appropriate and reliable manner.
- Review alignment of grant activities and goals/objectives (i.e., Logic Model)
- Collect or gather data for appropriate sources, as needed for evaluation.
- Conduct an on-site quality assessment using a validated tool.
- Conduct site visits and interviews or focus groups, as needed.

Below is a chart listing evaluation expectation by year across the grant period.

Data & Reporting Requirements	Year 1	Year 2	Year 3	Year 4	Year 5
Continuing Application		X	X	X	X
Subgrant and center level process/activity tracking (Transact)	X	X	X	X	X
Surveys, GPA, and other OPI-provided outcome data	X	X	X	X	X
Action Plan	X	X	X	X	X
Local Evaluation Report Template			X		X
Onsite visit by external evaluator		X		X	
End-of-Year Program Quality Assessment Report	X	X	X	X	X

Fiscal Requirements

Fiscal agents are responsible for administering the Federal funds awarded and ensuring the allowability of approved expenditures. Once awarded, the applicant must identify the fiscal contact for the grant. Even if the fiscal contact serves another role in the grant (i.e., Program Director), they must be identified in the grant process.

Program Income/Parent Fees

In response to federal regulations, effective July 1, 2018, the Montana Office of Public Instruction will not allow program income to be generated for 21st Century Community Learning Center Programs and the students served within the program. This does not prevent community organizations who receive 21st CCLC funds from generating income or charging for fees for other programs that they administer. Rather, it requires a clear delineation in budgeting between 21st CCLC Programs, from which no revenue may be generated, and other programs, from which revenue may.

Budget Creation

The 21st CCLC budget will be submitted within the E-grants application system. When completing the budget detail and breakdown applicants must include all components (Description, Cost Each, Quantity, etc.) for the budget to be approved. Applicants must enter detailed descriptions and exact quantities of each item(s) to explain expenses. Further descriptions may be added to provide justification for items deemed necessary.

Expense categories included in the budget:

- Personnel
- Fringe Benefits
- Travel
- Transportation
- Equipment
- Supplies

- Contractual
- Professional Development
- Other Direct Costs
- Indirect Costs
- Contractual Services

It is expected that the budget will include the following:

- Professional Development: The applicant must allocate at least 5% of the annual budget for professional development costs. It is expected all program staff receive professional development annually.
- Indirect Costs: Only an approved restricted indirect rate from the OPI may be used for this grant.
- No more than 30% of the annual budget may be used for administrative costs.

Allowable and Unallowable Expenditures

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Allowable Expenses	Unallowable Expenses
- Personnel - Fringe Benefits - Contractual support including but not limited to data collection and program evaluation - Pre-approved field trips with academic support - Programming activities that follow allowable activities guidance - Professional development - Indirect costs within guidance - Travel within guidance - Transportation costs for students	- Food without approved enrichment program - Entertainment: field trip without approved academic support - Preparation of the competitive proposal - Pre-Award Costs (incurred before the grant effective date) - Un-approved out-of-state or overnight field trips, including retreats, lock- ins, etc. - Decorative Items - Purchase of facilities or vehicles

• Equipment • Supplies	• Land acquisition • Capital Improvements, Permanent Renovations • Refreshments/Snacks • Direct charges for items/services that the indirect cost rate covers • Membership dues to organizations, federations, or societies

Grant Funds Carry-Over

An organization that receives a 21st CCLC grant may use the funds for allowable costs only during the grant award period. Unexpended grant funds may *not* be carried forward in any fiscal year.

Application Scoring

Initial Review

All applications will receive an initial review by OPI staff to ensure that the application:

- Is not deemed fiscally high-risk per the OPI
- Was received on time and in the proper format
- Contains all required sections, file uploads, signatures, and
- Is responsive to the purpose and requirements of this Request for Proposals.

If an application does not meet these basic requirements, it will be deemed non-responsive at this stage of the review process and will not be scored or funded.

In-Depth Review

OPI will contract with a third-party vendor to convene a panel of highly qualified readers to review all completed, eligible applications received by the due date. Panel readers will be persons with experience or expertise in such areas as 21st Century Community Learning Centers, out-of-school time programs, youth development, community/school partnerships, social emotional learning, multilingual learning, special education, MTSS, and/or accelerated learning. This panel will review, score, and rate the quality of the proposals and the capacity of the applicants to successfully implement what has been proposed.

Following the initial review, each proposal will be assigned to a team of readers, each of whom will have attested that they do not have a conflict of interest with the proposal. Each reader will score each proposal independently on its own merits, according to the criteria provided within the Reviewer Scoring Rubric.

The review panel will then convene to consider the proposals. The team of readers will convene to review their scores. The team will go through their individual scores to ensure discrepancies are limited. Final scores are then submitted to the MT OPI. A cumulative score is determined per applicant and is used to rank proposals.

Ranking, Verification, and Adjustments to Budget/Scope of Work

Proposals will be recommended for funding in rank order, depending on the amount of funding available. If there is a tie score, the process for selecting an awardee will be based on the following protocol:

- The application with the highest poverty level of the school(s) served shall be awarded.
- If the applications have the same poverty level, the application from the city or town that has fewer awards relative to its public-school enrollment shall be awarded.

In cases where proposals are recommended for funding at a reduced amount and/or for funding with conditions, applicants may be asked to submit additional documentation which could include – but is not limited to – additional or revised program narrative, additional assurances, a revised budget, and budget narrative, and/or a revised scope of work. If OPI and the applicant are unable to negotiate an agreed upon scope of work and budget or if OPI is unable to verify assertions essential to the successful implementation of the proposal, the proposal will not be funded. At this point, the next highest-ranking proposal will be moved into consideration and negotiations may be conducted in the same manner.

Final Selection

Final award notification is subject to the Superintendent's approval. Upon the approval of the Superintendent, the OPI will consult with the Governor's office before issuing preliminary awards. Allocation of funds is contingent upon successful negotiation of a final budget and/or scope of work, as well as the continued availability of funds. Applicants selected for a subgrant agree to be bound by the terms and conditions of the Grant Award Notification and all fiscal procedures, as defined by the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Due Process Appeals

Applicants have the right to appeal the funding decision, as outlined in section 76.401 of the Education Department General Administrative Regulations (EDGAR). If a grantee, individual, or organization feels the OPI or another organization has violated a specific law or regulation, they must follow this complaint process.

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Nita M. Lowey 21st Century Community Learning Centers

FY 24 Competitive Grant Template

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Table of Contents for Grant Template

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Document Overview

This document is **NOT** the official competitive application and is only meant to be used as a template to work in prior to the submission of the official application. **It is strongly recommended that you work in this word version and copy/paste your work into the E-grants application** when it becomes available. When working in the E-grants system, you MUST save your work often.

Timeline

- December 11, 2023 – Request for Proposal Workshop (Virtual)

- January 9, 2024- Intent to Apply Due

- January 16, 2024- Anticipated E-grants Application Opens for Submission

- February 27, 2024 – Application MUST be submitted by **4:00 PM** (Absolutely no late applications will be accepted)

- March-May 2024 – Peer Review Process of Applications

- June2024 – Announcement of Preliminary Awards

- July 15, 2024 – Mandatory Grant Awardee Meeting- Fairmont, MT

Grant Overview

Required Partnership

Applicants for 21st CCLC funds must be submitted jointly by, and demonstrate a partnership between:

   I.   A Local Education Agency (LEA) – For the purposes of this Request for Proposals, this includes regular school districts, independent charter schools, mayoral academies, state-operated schools, and the Department of Children Youth and Families (DCYF).

  II.   A community-based organization (CBO) – This includes any type of 501(c)(3) non-profit organization, including a faith-based organization (FBO) or

 III.   Other public or private entities – This may include municipal agencies, CBOs, FBOs, LEAs, businesses, institutions of higher education, or other entities.

Range of Awards

A Montana 21st CCLC Grant cannot exceed five years. Continuation from one funding year to the next, within the five years, is contingent upon program performance and appropriations by Congress. Montana 21st CCLC funds will diminish during the fourth and fifth years of the five-year grant. Funds will be awarded in full during the first three years of the grant. During the fourth year, Montana 21st CCLC funds will pay 80 percent of the original award. During the fifth and final year of the grant, Montana 21st CCLC funds will pay 70 percent of the original award. The minimum grant awarded will be $70,000 per application per year. No one organization or

school district may receive more than a total of $450,000 total per organization whether in one or multiple grants in one or multiple years.

Equitable Distribution of Funds

Montana strives for equitable distribution of funds. With a focus on high-needs communities, there is a large geographical spread to disperse the funds. Montana ensures equitable distribution of funds while using a scoring process to ensure high quality programs are funded.

Per cost principles for equitable distribution in ESSA (4204(2)(f), the OPI, in meaningful consultation with the Governor's office, reserves the right to adjust grant award values to ensure equitable distribution of funds. An applicant may be awarded only a partial amount of requested funds to ensure additional high-quality programs are operating throughout the state.

All eligible applicants, both new and continuation grants, may apply for 21st CCLC funds for the following purposes:

- To support previously funded programs and services; and
- To expand to new schools/sites.

Compliance Statement

The State of Montana reserves the right to withhold, reduce, or discontinue funding awards on discovery of the following, but not limited to:

- violation of grant rules
- violation of law
- violation of program assurances
- failure to respond to a non-compliance
- failure to implement a corrective action plan
- failure to address data, evaluation, or monitoring requirements
- and/or failure to make corrections based on technical assistance
- and/or violation of health, safety, or civil rights.

Legislation

The authorizing legislation can be found here. (See pages 233 through 244 of the legislation).

State of Montana Resources

The grant guidance and other relevant resources can be found on the OPI Website.

Contact Information

PLEASE NOTE: You cannot change the contact information page other than the program director information. The Authorized Representative and District Clerk cannot be edited in egrants.

Notes regarding the Contact Information page:

- The shaded fields on this page are imported from the OPI Contacts database. Imported fields are read-only and cannot be changed by the applicant. If the imported information is incorrect, school districts can update their Contacts information at https://apps.opi.mt.gov/Contacts/frmLogin.aspx. Special education cooperatives, non-profit agencies, colleges, and other non-district entities should contact their OPI program specialist and update the contact information with him/her. Changes will not be immediately reflected on this page.
- If this application is being submitted by an entity that is not a school district and the authorized representative and/or business manager information is incorrect or blank, please send the information to OPI 21st CCLC staff so it can be imported into the application. Incorrect or blank imported fields WILL NOT prevent an application from being submitted and/or approved.
- Automatic e-mails are sent to the authorized representative upon approval or return of this application. The e-mail address used for the automated e-mails is the address the authorized representative uses for his/her username when logging on to E-Grants. This should be the same e-mail address as the one that displays on this page. If it is not, please contact E-Grants security at egrants@mt.gov.

Authorized Representative (Fiscal Agent)		
First Name:	Last Name:	Phone:
Summer Phone:	Fax:	Email:
District Clerk (Fiscal Agent)		
First Name:	Last Name:	Phone:
Summer Phone:	Fax:	Email:
Program Director		
First Name:	Last Name:	Phone:
Summer Phone:	Fax:	Email:

Allocation

This page will be locked and there are no tasks to complete.

Site Information

The Fiscal Agent's Information must be entered onto this page. The fiscal agent is the Local Educational Agency (LEA) or other organization acting as the financial representative of the 21st CCLC grant.

Site Name	
Amount Applying For	
Site Organization Type	

Are you applying as a consortium? If yes, please upload the consortium agreement page.

Anticipated/Existing Program Centers Location: (Rural, Urban, American Indian Reservation)

Do you/will you have a school center?

     Number of existing/anticipated program centers that are/will be school based: ___

Do you/will you have a community center?

     Number of existing/anticipated program centers that are/will be community based: ___

Center 1

Enter Center Information for either one School Center OR one Community Center.

School Center	
Name:	Physical Address:
Mailing Address:	City:
Zip:	

Community Center	
Name:	Physical Address:
Mailing Address:	City:
Zip:	

Program activities at this center will be/are held		This center's program will be/is serving	
Before School	☐	Elementary Students	☐
After School	☐	Middle School Students	☐
Summer 2025	☐	High School Students	☐

2024-2025 Program Year Information (August 16, 2024- June 30, 2025)			
Anticipated school year state date (mm/dd/yyyy)		Anticipated school year end date (mm/dd/yyyy)	
Number of days per week the program will be/is open during the school year		Number of hours per week the program will be/is open during the school year	
Number of weeks per year the program will/be is open during the school year		Number of teacher PIR Days and/or holidays this program will be open	

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Anticipated summer start date (mm/dd/yyyy)	Anticipated summer end date (mm/dd/yyyy)	
Number of days per week the program will be/is open during the summer	Number of hours per week the program will be/is open during the summer	
Number of weeks per year the program will/be is open during the summer	Number of teacher PIR Days and/or holidays this program will be open	

You will need to upload your school year program activity template.

Populations to Be Served/Needs Assessment [ESSA 4204(b)(2)(I)] (20pts)

Applicants must describe the academic support/enrichment and youth development needs of students to be served, and the literacy and related educational needs of targeted students' families. Use objective, specific, and relevant data regarding the characteristics of the targeted student population and their families and ensure that target populations are directly linked to the expressed risk factors and needs. In addition, provide objective data supporting the unmet need for out-of-school programs in your community. Consortiums must provide objective data per district. Applicants must cite sources of data and compare local data to county and/or state figures when possible.

NOTE: Applicants who have been recipients of a 21st CCLC Grant in the past are encouraged to incorporate specific mentions of their current award in their narrative. This should highlight the ongoing necessity for support, as well as articulate the enhanced capabilities developed to address these ongoing needs.

Narrative:

Population to be served

The table provided should be filled out for EVERY feeder school that will be served by the grant. A feeder school is defined as a school where students expected to benefit from the grant participate in the regular school day. Applicants can find a list of school names associated with each district here.

Populations to be Served					
Percentage of Free/Reduced Meal students	Title I Designation?	Targeted or Comprehensive?	Anticipated Number of Students to be Served- Regular School Year	Anticipated Number of Students to be Served- Summer Program	Total Number of students enrolled in the participating school

A⁺ **Montana Office of Public Instruction** opi.mt.gov **Elsie Arntzen, Superintendent**

Program Operations (38pts plus 5 bonus points)

Transportation: ESSA 4204(b)(2)(A)(ii)- (6pts)

Providing safe transportation to the 21st CCLC location and home is expected. Describe how the program will ensure age-appropriate and safe transportation arrangements for the afterschool, including:

- How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students.
- If program is not being held at a feeder school, explain how participants will get to the program. Please explain how the location will be accessible to the students served as if the proposed program were located in a school.
- Demonstrate how transportation will not pose a barrier to program participation for any students who may need the program and how this will in no way compromise student safety.

<mark>Narrative:</mark>

Nutrition and Wellbeing- (6pts)

Describe how the program will serve the Whole Child through authentic school and family partnerships that empower younger people to focus on self-awareness, social awareness, relationship skills, decision-making skills, and self-management. Incorporate project-based activities including:

- Healthy lifestyles/education
- Nutrition/Snack
- Physical fitness

<mark>Narrative:</mark>

Program Communication: ESSA 4204(b)(2)(A)(iii), 4204(b)(2)(L)- (6pts)

Describe how information about the program will be disseminated to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the method of dissemination, who is responsible for dissemination, and how the information will be disseminated to ensure accessibility (e.g., translations, alternative media, etc.).

Note: The federal statute requires each applicant to give notice to the community of its intent to apply and to provide for public availability and review of the application and any waiver request after submission.

<mark>Narrative:</mark>

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Safety: ESSA 4204(b)(2)(A)(i)- (6pts)

Programs should ensure the emotional and physical safety of youth and staff; provide a healthy, welcoming, and accommodating environment, and ensure that emergency preparedness is a priority.

- Describe how the program will ensure the site(s) is safe, accessible, has the capacity to serve the number of students proposed, and is appropriate for the planned activities (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer)
- Describes systems and procedures that will be used to ensure that students are accounted for and always supervised during program hours. (e.g., staff identification, visitors on-site, attendance, etc.)
- Describes emergency preparedness plans, who and how staff will be trained, and frequency of practice drills.

Narrative:

Quality Staff and Volunteers: ESSA 4204(b)(2)(M)- (9pts)

Programs should ensure adequate staffing and recruit and retain highly skilled personnel.

- Describe the expected certifications and qualifications of instructional staff. Include student to staff ratios.
- Describe how the program will recruit and retain high quality staff, including but not limited to experience and professional preparation in providing educational and related activities that will enhance the academic performance, achievement, and positive youth development of students.
- Describe the use of qualified volunteers including senior citizens, high school students, college students, adult mentors, etc. Include how the appropriately qualified volunteers will be screened before having contact with students. If no volunteers are planned, describe why they are not utilized.

Narrative:

Professional Development Plan: (5pts)

A quality program supports the professional growth of all staff and volunteers by providing ongoing professional development that bolsters the knowledge and skill necessary for implementing best practice programming. Describe how the program will provide ongoing and regular opportunities for professional development of all instructional staff. Include information on the professional development activities, including targeted staff, frequency, format, etc.

Note: There are three state required meetings: two regional and one state summer professional conference. Each program is expected to have one representative attend the entire training.

Narrative:

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Summer Learning Programs- (5 bonus pts)

Grant applicants are required to detail the structure of a standard summer program within the grant narrative, specifically focusing on the period from June 1, 2025, to August 15, 2025. It's important to note that the 21st CCLC grant does not permit funding for a summer program in 2024. This deliberate exclusion is intended to allow ample time for comprehensive training by the MT OPI to subgrantees, ensuring preparedness for the upcoming school year program. If offered, summer programs must provide at least 6 weeks of summer programming (4 days/week and 3 hrs./day or offer a minimum of 72 hours of programming) and should be designed with the same intentionality of academics and enrichment as the school year programs. Using the Summer Program Activity Template, the program will describe the proposed summer program, including the goals and intended impacts for the summer program, and a description of program activities, hours/days of operation, and your collaboration with school year programs to ensure programming is aligned to or unified with other offerings in the school and community.

Narrative:

Capacity to Implement- (15pts)

Describe applicant's previous experience and/or capacity to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.

Describe the program's organizational structure, including supervisory roles to ensure oversight and accountability of grant activities. Describe the capacity of the Program Director, Center Coordinator(s), Fiscal Officer, and Data Analyst to provide effective program implementation.

Narrative:

Program Goals, Activities, and Participation- (37pts)
Alignment to State Goals: ESSA4204(b)(2)(D)(ii)- (25pts)

Please use and upload the Aligning to Goals template provided to describe how your activities will meet the state goals and objectives.

Student Recruitment and Retention (12 points):
Outline the student recruitment and retention process and elaborate on consultations with private schools that have taken place. Include how the program will:

- Target and recruit students and families from the identified target population.
- Ensure equitable access for students with disabilities, homeschool, and private school students.

Narrative:

Continuous Quality Improvement (CQI) Process: Evaluation and Reporting Requirements

Program Evaluation: ESSA 4205(b)(2)- (15pts)

CQI Process: The program will follow a clearly defined Continuous Quality Improvement process (i.e., plan, assess and improve) with an action plan that outlines improvement goals and action steps through feedback from staff, students, parents, and other partners, and monitors progress toward goals and outcomes.

Describe how the program will use formal and informal data to inform program continuous improvement. Include:

- How the organization intends to inform all staff about grant objectives, the Continuous Quality Improvement (CQI) process, and local program improvement plans.
- Staff roles and responsibilities in the implementation of the plan.
- Applicant's commitment to reporting necessary data as outlined in the CQI section of the 2024 Montana 21st CCLC Grant Guidance document. This needs to encompass the applicant's capacity and comprehensive approach to fulfilling all required data submission components.

Narrative:

External Local Evaluation Requirement:
The external evaluator should have had no part in writing, developing, or implementing your grant. Grantees may not use other grantees or the OPI State evaluator as their external evaluator.

- Describe how the external contractor will be identified and selected, including the hiring process, required qualifications, and experience.

- Describe the anticipated local evaluation plan as outlined within the grant guidance document and how grant staff will work collaboratively with the external evaluator to implement the plan.

Narrative:

Data Sharing Agreement: ESSA 4205(b)(1)(E)- (5pts)

Describe the data sharing process between the Local Education Agency and the 21st CCLC program. Explain how you will ensure data is shared in a timely manner and confidentiality laws will be followed. **If applicant is a community-based organization** the data sharing agreement with each feeder school district must be uploaded. An example of a data sharing agreement is available here.

Narrative:

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Partnership and Coordination- (25pts)

Partnerships: ESSA 4204(2)(b)(G), 4204(2)(b)(H)- (6pts)

Describe the process used to identify partners and how they were involved in the development of the application. Include how the program will maintain these partnerships over the course of the grant. The nature and extent of partner organizations with their roles, responsibilities, and involvement within the program must be clearly detailed. All partners must sign a written agreement using the Partner Collaboration Form.

Narrative:

Aligning with School Day Academics: ESSA 4204(b)(2)(D)- (14pts)

Proposals must be planned and operated in active collaboration with the target school(s). Describe how each target school administration and staff were involved in program planning and upload the Superintendent and Principal Support Certification Form. Applicants must also describe the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to ensure the program staff:

- Have access to necessary student information needed to meet the needs of participants and measure progress towards the stated program objectives (e.g., GPA, IEP plans, etc.)
- Share progress towards grant performance goals (e.g., local evaluations)
- Incorporate regular school day academic content in the enrichment program

Narrative:

Coordination with other Federal, State and Local funds and/or programs: ESSA 4204(b)(2)(C)- (5pts)

Describe how the proposed program will coordinate Federal, State, and local programs and initiatives (e.g., School Nutrition, Title grants, IDEA, School Improvement Grant, adult education, AmeriCorps, Career and Technical Education, MTSS, 4-H, local food banks, etc.) to make the most effective use of public resources. Also include details of how the organization will assure that program funds are used for authorized activities and will not supplant federal, state, local or non-federal funds.

Narrative:

Sustainability- (15pts)

Sustainability Plan: ESSA 4204(2)(b)(K)- (15pts)

A preliminary sustainability plan must be developed as part of the proposal to show how the program will continue the same level of service when funding is reduced to 80% in year 4, 70% in year 5, and ultimately, after 21ˢᵗCCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will:

- Contribute useful and meaningful resources specifically aligned to program needs
- Develop a vision and plan for sustaining the program throughout and beyond the five-year grant funding, including how the program will expand existing partnerships and identify new public/private partnerships

NOTE: Subgrantees are not allowed to reduce services in years 4 and 5 to accommodate the reduction in funding. The sustainability plan must be a working document that is included as part of the day-to-day operations from the beginning of the project through to the end of the grant period. This plan should be updated annually, easily accessible, and available for review by the Montana OPI's 21st CCLC staff.

<mark>Narrative:</mark>

Budget (10 points)

Costs should be reasonable and sufficient for the proposed program. Applicants must follow guidance provided under the Budget Detail Instructions (within e-grants). This includes:

- Expenditure Description and Itemization: When supplying details, applicant must include justification for how budgeted amount was determined, and all expenditures must be allowable (refer to the Grant Guidance).
- Salary: Must include the rate, number of hours a day/week, title of the position, and name of the person filling the position if available.
- Benefits: Must include the rate calculation for the benefits, and which benefits this rate includes (FICA, etc.). If health insurance is a standard dollar amount and not figured into the percentage, that dollar amount must be specified in addition to your benefit rate.
- Purchased Services: Must indicate what purchased services is being proposed and how the contract amount was calculated.
- Supplies: Must provide a detailed list of supplies being purchased including a cost per unit and number of units.
- Evaluation Costs: Site provides a budget for federal, state, and local evaluation effort.
- Professional Development: *No less than five percent* of each site's total budget *must be* reserved by the grantee for training, staff development, and technical assistance, and grantees must budget to attend two regional trainings and one state conference per year.
- Access: *No more than* eight percent of each site's total budget *may be* used to meet local needs for:
  - transportation costs.
  - ensuring safety and accessibility of program facilities.
  - elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability; and/or
  - other needs for specialized support (e.g., adaptation and/or modification of the

curriculum, staff development, specialized resources).

- Non-Direct Programming Costs: *No more than 30 percent* of each site's total budget *may be* used for non-direct programming costs (e.g., program oversight administration, data collection and reporting, and emergency planning).
- Total Costs: An applicant may not request an amount less than $70,000. Standalone applicants may request up to $250,000 in any grant year. A consortium may apply for up to $450,000; each member of the consortium must receive at least $50,000 and no more than $250,000. The budget detail must outline the funds for each member of the consortium. Ongoing collaboration between entities must occur and be documented.

Use the table below to outline your proposed budget.

Budget Object Code	Budget Item Detail in the text box provided, list the budgeted items.	Budget Breakdown in the text box provided, describe in detail how your program will budget for each of the object codes identified.	Amount requested
Sample	Salaries for Summer School teachers	12 teachers(Exact teachers TBD) at 9 hours per week times $20/hour for 8 weeks	$17,280
100 salaries			
200 Fringe Benefits			
300 Purchased Professional and Technical Services			
400 Purchased Property Services			
500 (other)			
600 supplies			
700 Equipment			
800 Dues/fees/miscellaneous			

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

FY 24 Competitive Grant Reviewer Scoring Rubric

This scoring rubric guides the competitive grant read process to score new 21st CCLC grant applications. Trained grant readers use the following rubric to develop a score for individual applications. Applicants are encouraged to review this rubric to develop responses that gain maximum consideration for each prompt.

Application Review and Selection Process

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following evaluation of the following RFP sections:

- Populations to be served/Needs assessment
- Program Operations
- Capacity to Implement
- Program Goals, Activities, and Participation
- Continuous Quality Improvement
- Partnerships and Coordination
- Sustainability
- Budget

Applications will only be scored based on the information submitted in the required format. Please refer to the RfP Guidance document for additional information on the review and selection process.

Evaluation Criteria

These overall criteria are built into the rubric on the following pages. The points for each section as well as the individual criteria are also included in the rubric. Following the notification of grant awards, an applicant may request copies of reviewer scores and comments by contacting the Program Manager.

The total possible score for the application is 180 points plus an additional 15 bonus points for a total of 195 points. Proposals that score under 80 points will not be funded.

Application Scoring

Initial Review (OPI Use Only)   Pass / No Pass

Grant Application Narrative

Populations to be served/Needs assessment	/20
Program Operations	/38
Capacity to Implement	/15
Program Goals, Activities, and Participation	/37
Continuous Quality Improvement & Evaluation and Reporting Requirements	/20
Partnerships and Coordination	/25
Sustainability Plan	/15
Budget	/10
Subtotal:	**/180**
Bonus Points (if applicable[1])	/15
Total:	**/195**

BONUS POINTS - This application includes:		
5 Points – To be determined by OPI	**5 Points – To be determined by OPI**	**5 Points - To be determined by Reviewers**
The applicant will serve students attending schools in eastern Montana counties (Phillips, Valley, Daniels, Sheridan, Roosevelt, Richland, McCone, Garfield, Dawson Prairie, Wibaux, Fallon, Custer, Rosebud, Treasure, Powder River, Carter).	The applicant does not have an active 21st CCLC grant award (application must meet grant requirements).	The applicant proposes to provide summer programming.
☐	☐	☐
15 Total Bonus Points Possible		

---

[1] Applicants may receive up to 15 additional bonus points for proposals that address any combination of the bonus areas.

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:

-

Weaknesses:

-

Required Changes:

-

RECOMMENDATION: Funded   Funded with Changes   Not Funded

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

In-depth Review Scoring Rubric

Populations to Be Served/Needs Assessment Narrative (20 points)

Applicants must describe the academic support/enrichment and youth development needs of students to be served, and the literacy and related educational needs of targeted students' families. Use objective, specific, and relevant data regarding the characteristics of the targeted student population and their families and ensure that target populations are directly linked to the expressed risk factors and needs. In addition, provide objective data supporting the unmet need for out-of-school programs in your community. Consortiums must provide objective data per district. Applicants must cite sources of data and compare local data to county and/or state figures when possible.

NOTE: Applicants who have been recipients of a 21st CCLC Grant in the past are encouraged to incorporate specific mentions of their current award in their narrative. This should highlight the ongoing necessity for support, as well as articulate the enhanced capabilities developed to address these ongoing needs.

The following table must be completed for each feeder school.

Populations to be Served					
Percentage of Free/Reduced Meal students	Title I Designation?	Targeted or Comprehensive?	Anticipated Number of Students to be Served- Regular School Year	Anticipated Number of Students to be Served- Summer Program	Total Number of students enrolled in the participating school

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Provides an analysis of objective and relevant data establishing the need for out-of-school time services including: • Academic support/enrichment • Youth development • Family literacy and related educational needs	1	3	5
Includes citations for all data sources and provides comparative information (compares local statistics to district, county or state figures, or across multiple time periods (e.g., trends over the years)).	1	3	5
Describes a clear relationship between the demonstrated need and the identified sub-populations of students (and, as applicable their families) being proposed.	1	3	5
Identifies what resources are currently available for out-of-school time programs and describes the gaps or weaknesses in out-of-school-time services, infrastructure, or opportunities, including the nature and magnitude of those gaps and weaknesses.	1	3	5
Reviewer Comments:			
TOTAL POINTS			**/20**

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Program Operations (38 points total plus 5 bonus points)
1. Transportation [ESSA 4204(b)(2)(A)(ii)] (6 points)

Providing safe transportation to the 21st CCLC location and home is expected. Describe how the program will ensure age-appropriate and safe transportation arrangements for the afterschool, including:

- How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students.
- If program is not being held at a feeder school, explain how participants will get to the program. Please explain how the location will be accessible to the students served as if the proposed program were located in a school.
- Demonstrate how transportation will not pose a barrier to program participation for any students who may need the program and how this will in no way compromise student safety.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes how the program ensures age-appropriate and safe transportation arrangements for the afterschool program, and how transportation will not pose a barrier to program participation for any students who may need the program and how this will in no way compromise student safety.	1	2	3
Describes how the participants will get to the program, get home from the program, and travel to off-site programs or activities. The description should include modes of transportation. *If program is not being held at a feeder school,* explain how the location will be at least as accessible to the students served as if the proposed program were located in a school.	1	2	3
Reviewer Comments:			
TOTAL POINTS	**/6**		

2. Nutrition and Wellbeing (6 points):

Describe how the program will serve the Whole Child through authentic school and family partnerships that empower younger people to focus on self-awareness, social awareness, relationship skills, decision-making skills, and self-management. Incorporate project-based activities including:

- Healthy lifestyles/education
- Nutrition/Snack
- Physical fitness

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes how the program will promote healthy lifestyles through health education, nutrition/snack offerings and physical fitness opportunities.	1	2	3
Describes how the program will serve the Whole Child through authentic school and family partnerships that empower students to focus on self-awareness, social awareness, relationship skills, decision-making skills, and self-management.	1	2	3
Reviewer Comments:			
TOTAL POINTS		/6	

3. Program Communications [ESSA 4204(b)(2)(A)(iii), 4204(b)(2)(L)] (6 points):

Describe how information about the program will be disseminated to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the method of dissemination, who is responsible for dissemination, and how the information will be disseminated to ensure accessibility (e.g., translations, alternative media, etc.).

Note: The federal statute requires each applicant to give notice to the community of its intent to apply and to provide for public availability and review of the application and any waiver request after submission.

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible. Description includes how the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the method of dissemination, who is responsible for dissemination, and how the information will be disseminated to ensure accessibility (e.g., translations, alternative media, etc.).	1	2	3
Describes the process for informing the community of intent to apply, and how it made the application available for public review.	1	2	3
Reviewer Comments:			
TOTAL POINTS		/6	

4. Safety [ESSA 4204(b)(2)(A)(i)] (6 points):

Programs should ensure the emotional and physical safety of youth and staff; provide a healthy, welcoming, and accommodating environment, and ensure that emergency preparedness is a priority.

- Describe how the program will ensure the site(s) is safe, accessible, has the capacity to serve the number of students proposed, and is appropriate for the planned activities (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer)
- Describes systems and procedures that will be used to ensure that students are accounted for and always supervised during program hours. (e.g., staff identification, visitors on-site, attendance, etc.)
- Describes emergency preparedness plans, who and how staff will be trained, and frequency of practice drills.

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes how the program will ensure the site(s) is safe, accessible, has the capacity to serve the number of students proposed and is appropriate for the planned activities. Description also includes information on the systems/procedures in place to ensure that students are accounted for and supervised at all times during program hours. (e.g., staff identification, visitors on-site, attendance, etc.).	1	2	3
Describes emergency preparedness plans, who and how staff will be trained, and frequency of practice drills.	1	2	3
Reviewer Comments:			
TOTAL POINTS			**/6**

5. Quality Staff and Volunteers [ESSA 4204(b)(2)(M)] (9 points):

Programs should ensure adequate staffing and recruit and retain highly skilled personnel.

- Describe the expected certifications and qualifications of instructional staff. Include student to staff ratios.
- Describe how the program will recruit and retain high quality staff, including but not limited to experience and professional preparation in providing educational and related activities that will enhance the academic performance, achievement, and positive youth development of students.
- Describe the use of qualified volunteers including senior citizens, high school students, college students, adult mentors, etc. Include how the appropriately qualified volunteers will be screened before having contact with students. If no volunteers are planned, describe why they are not utilized.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes the expected certifications and qualifications of the instructional staff. Applicant provides expected student to staff ratios for academic and personal enrichment activities.	1	2	3

S9

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes the use of qualified volunteers including senior citizens, high school students, college students, adult mentors, etc. Includes information on how the appropriately qualified volunteers will be screened before having contact with students. *If no volunteers are planned*, describes why they are not utilized.	1	2	3
Describes how the program will recruit and retain high quality* staff, including but not limited to experience and professional preparation in providing educational and related activities that will enhance the academic performance, achievement, and positive youth development of students.	1	2	3
Reviewer Comments:			
TOTAL POINTS		/9	

* High-quality staff are individuals who possess the identified experience and education detailed by applicants.

6. Professional Development (5 points):

A quality program supports the professional growth of all staff and volunteers by providing ongoing professional development that bolsters the knowledge and skill necessary for implementing best practice programming. Describe how the program will provide ongoing and regular opportunities for professional development of all instructional staff. Include information on the professional development activities, including targeted staff, frequency, format, etc.

Note: There are three state required meetings: two regional and one state summer professional conference. Each program is expected to have one representative attend the entire training.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Describes how the program will provide ongoing and regular opportunities for professional development and staff planning that will promote academic growth and consistency in proposed programming, including but not limited to: • Regular staff meetings. • Professional development; and • Staff evaluation Applicant includes a plan for specific professional development activities/trainings, including targeted staff, frequency, and format.	1	3	5
Reviewer Comments:			
TOTAL POINTS			**/5**

7. Summer Learning Programs (5 possible BONUS points):

Grant applicants are required to detail the structure of a standard summer program within the grant narrative, specifically focusing on the period from June 1, 2025, to August 15, 2025. It's important to note that the 21st CCLC grant does not permit funding for a summer program in 2024. This deliberate exclusion is intended to allow ample time for comprehensive training by the MT OPI to subgrantees, ensuring preparedness for the upcoming school year program. If offered, summer programs must provide at least 6 weeks of summer programming (4 days/week and 3 hrs./day or offer a minimum of 72 hours of programming) and should be designed with the same intentionality of academics and enrichment as the school year programs. Using the Summer Program Activity Template, the program will describe the proposed summer program, including the goals and intended impacts for the summer program, and a description of program activities, hours/days of operation, and your collaboration with school year programs to ensure programming is aligned to or unified with other offerings in the school and community.

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

	Not offering Summer Program	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided)
Applicant provides completed Summer Program Activity Template that reflects the minimum required program days and hours (6 week and 4 days/week and 3 hrs./day or offer a minimum of 72 hours of programming), and describes the proposed summer program, including the goals and intended impacts for the summer program. Description includes information on applicant's collaboration with school year programs to ensure programming is aligned to or unified with other offerings in the school and community.	0	–	5
Reviewer Comments:			
BONUS POINTS			**/5**

Capacity to Implement (15 points):

Describe applicant's previous experience and/or capacity to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.

Describe the program's organizational structure, including supervisory roles to ensure oversight and accountability of grant activities. Describe the capacity of the Program Director, Center Coordinator(s), Fiscal Officer, and Data Analyst to provide effective program implementation.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes previous experience and/or capacity to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.	1	3	5
Describes the program's organizational structure, including supervisory roles to ensure oversight and accountability of grant activities.	1	3	5
Describes the capacity of the Program Director, Center Coordinator(s), Fiscal Officer, and Data Analyst to provide effective program planning and implementation, such as curriculum and instructional approaches, professional development, and ongoing monitoring of program effectiveness.	1	3	5
Reviewer Comments:			
TOTAL POINTS			**/15**

Program Goals, Activities, and Participation (37 points total)

1. Alignment to State Goals [ESSA4204(b)(2)(D)(ii)] (25 points):

Please use and upload the Aligning to Goals template provided to describe how your activities will meet the state goals and objectives.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Applicant provides completed Activities Aligned to Goals Template.	1	3	5
Activities in plan are clearly aligned to each of the state's goals and objectives, and are fully described.	2	5	10
Specific research or evidence-base for each proposed program activity is provided.	2	5	10
Reviewer Comments:			
TOTAL POINTS			**/25**

2. Students Recruitment and Retention (12 points):

Outline the student recruitment and retention process and elaborate on consultations with private schools that have taken place. Include how the program will:

- Target and recruit students and families from the identified target population.
- Ensure equitable access for students with disabilities, homeschool, and private school students.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes the process for student recruitment and retention and describes how the program will: (a) identify and (b) target and recruit students and families from the identified target population, including specific outreach activities.	2	4	7
Describes their plan to ensure equitable access for students with disabilities (IEPs, ADA), homeschool, and private school students. **School districts** submitting applications must describe how they consulted with all private schools in their attendance areas to provide the opportunity for staff at those schools to participate in an equitable basis on this program.	1	3	5
Reviewer Comments:			
TOTAL POINTS		/12	

A⁺ Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Continuous Quality Improvement (CQI) Process: Evaluation and Reporting Requirements (20 points total)

1) Evaluation [ESSA 4205(b)(2)] (15pts):

CQI Process: The program will follow a clearly defined Continuous Quality Improvement process (i.e., plan, assess and improve) with an action plan that outlines improvement goals and action steps through feedback from staff, students, parents, and other partners, and monitors progress toward goals and outcomes.

Describe how the program will use formal and informal data to inform program continuous improvement. Include:

- How the organization intends to inform all staff about grant objectives, the Continuous Quality Improvement (CQI) process, and local program improvement plans.
- Staff roles and responsibilities in the implementation of the plan.
- Applicant's commitment to reporting necessary data as outlined in the CQI section of the 2024 Montana 21st CCLC Grant Guidance document. This needs to encompass the applicant's capacity and comprehensive approach to fulfilling all required data submission components.

External Local Evaluation Requirement:

The external evaluator should have had no part in writing, developing, or implementing your grant. Grantees may not use other grantees or the OPI State evaluator as their external evaluator.

- Describe how the external contractor will be identified and selected, including the hiring process, required qualifications, and experience.

- Describe the anticipated local evaluation plan as outlined within the grant guidance document and how grant staff will work collaboratively with the external evaluator to implement the plan.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes how the program will use formal and informal data to inform program continuous improvement. Description should also include the applicant's commitment to reporting necessary data as outlined in the CQI section of the 2024 Montana 21st CCLC Grant Guidance document, including applicant's capacity and comprehensive approach to fulfilling all required data submission components.	1	3	5
Describes how staff members will be made aware of grant goals, the CQI process, and local program improvement plans, and their role and/or responsibilities in implementing the plan.	1	3	5
Describes how the external contractor will be identified and selected, including the hiring process, required qualifications, and experience. Description should also include their anticipated local evaluation plan aligned to the CQI section of the 2024 Montana 21st CCLC Grant Guidance document, and how grant staff will work collaboratively with the external evaluator to implement the plan.	1	3	5
Reviewer Comments:			
		Total:	**/15**

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

2. Data Sharing Agreement [ESSA 4205(b)(1)(E)] (5pts):

Describe the data sharing process between the Local Education Agency and the 21st CCLC program. Explain how you will ensure data is shared in a timely manner and confidentiality laws will be followed. **If applicant is a community-based organization** the data sharing agreement with each feeder school district must be uploaded. An example of a data sharing agreement is available here.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes how the data-sharing agreement was or will be developed and executed, and how they will ensure that data is shared in a timely manner and that confidentiality laws will be followed. **If applicant is a community-based organization,** data sharing agreement with feeder district is uploaded.	1	3	5
Reviewer Comments:			
TOTAL POINTS			**/5**

Partnerships and Coordination (25 points total)
1. Partnerships [ESSA 4204(2)(b)(G), 4204(2)(b)(H)] (6 points):

Describe the process used to identify partners and how they were involved in the development of the application. Include how the program will maintain these partnerships over the course of the grant. The nature and extent of partner organizations with their roles, responsibilities, and involvement within the program must be clearly detailed. All partners must sign a written agreement using the Partner Collaboration Form

	Met Very Few Criteria (Information missing or mostly incomplete)	Met Some Criteria (Requires additional clarification)	Met All Criteria (All information provided and well-developed, high-quality response)
Describes the process used to identify partners and how they were involved in the development of the application, and how the program will maintain these partnerships over the course of the grant. The nature and extent of partner organizations with their roles, responsibilities, and involvement within the program must be clearly detailed.	1	3	5
The partner collaboration form is completed and uploaded into E-grant.	0	-	1
Reviewer Comments:			
TOTAL POINTS			**/6**

Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

2. Alignment with School Day Academics [*ESSA* §4204(b)(2)(D)(i)] (14 points):

Proposals must be planned and operated in active collaboration with the target school(s). Describe how each target school administration and staff were involved in program planning and upload the Superintendent and Principal Support Certification Form. Applicants must also describe the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to ensure the program staff:

- Have access to necessary student information needed to meet the needs of participants and measure progress towards the stated program objectives (e.g., GPA, IEP plans, etc.)
- Share progress towards grant performance goals (e.g., local evaluations)
- Incorporate regular school day academic content in the enrichment program

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This includes the communication process that will be used to ensure the program staff: • Have access to necessary student information needed to meet the needs of participants and measure progress towards the stated program objectives (e.g., GPA, IEP plans, etc.) • Share progress towards grant performance goals (e.g., local evaluations) • Incorporate regular school day academic content in the enrichment program	2	6	10
Describes how target school administration and staff were involved in program planning as described in the proposal.	1	2	3
Uploads the Superintendent and Principal Support Certification Form.	0	-	1
Reviewer Comments:			
TOTAL POINTS			/14

3. Coordination with other Federal, State and Local funds and/or programs [ESSA 4204(b)(2)(C)] (5 points):

Describe how the proposed program will coordinate Federal, State, and local programs and initiatives (e.g., School Nutrition, Title grants, IDEA, School Improvement Grant, adult education, AmeriCorps, Career and Technical Education, MTSS, 4-H, local food banks, etc.) to make the most effective use of public resources. Also include details of how the organization will assure that program funds are used for authorized activities and will not supplant federal, state, local or non-federal funds.

	Met Very Few Criteria (information missing or mostly incomplete)	Met Some Criteria (requires additional clarification)	Met All Criteria (all information provided and well-developed, high quality response)
Describes how program leadership will coordinate Federal, State, and local programs and initiatives (e.g., School Nutrition, Title grants, IDEA, School Improvement Grant, adult education, AmeriCorps, Career and Technical Education, MTSS, 4-H, local food banks, etc.) to make the most effective use of public resources. Also include details of how the organization will assure that program funds are used for authorized activities and will not supplant federal, state, local or non-federal funds.	1	3	5
Reviewer Comments:			
	TOTAL POINTS		**/5**

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent

Sustainability Plan [ESSA 4204(2)(b)(K)] (15pts):

A preliminary sustainability plan must be developed as part of the proposal to show how the program will continue the same level of service when funding is reduced to 80% in year 4, 70% in year 5, and ultimately, after 21ˢᵗCCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will:

- Contribute useful and meaningful resources specifically aligned to program needs
- Develop a vision and plan for sustaining the program throughout and beyond the five-year grant funding, including how the program will expand existing partnerships and identify new public/private partnerships

NOTE: Subgrantees are not allowed to reduce services in years 4 and 5 to accommodate the reduction in funding. The sustainability plan must be a working document that is included as part of the day-to-day operations from the beginning of the project through to the end of the grant period. This plan should be updated annually, easily accessible, and available for review by the Montana OPI's 21st CCLC staff.

	Met Very Few Criteria (information missing or mostly incomplete)	Met One Criterion (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
The preliminary sustainability plan describes how the program will continue the same level of service when funding is reduced in years 4 & 5. Plan includes expansion of existing partnerships, and/or identification and recruitment of new public/private partnerships that will contribute useful and meaningful resources specifically aligned to program needs during the grant period and beyond the five-year grant funding.	2	8	15
Reviewer Comments:			
TOTAL POINTS			/15

Budget Review (10 points)

Costs should be reasonable and sufficient for the proposed program. Applicants must follow guidance provided under the Budget Detail Instructions (within e-grants). This includes:

- <u>Expenditure Description and Itemization</u>: When supplying details, applicant must include justification for how budgeted amount was determined, and all expenditures must be allowable (refer to the Grant Guidance).
- <u>Salary:</u> Must include the rate, number of hours a day/week, title of the position, and name of the person filling the position if available.
- <u>Benefits:</u> Must include the rate calculation for the benefits, and which benefits this rate includes (FICA, etc.). If health insurance is a standard dollar amount and not figured into the percentage, that dollar amount must be specified in addition to your benefit rate.
- <u>Purchased Services:</u> Must indicate what purchased services is being proposed and how the contract amount was calculated.
- <u>Supplies:</u> Must provide a detailed list of supplies being purchased including a cost per unit and number of units.
- <u>Evaluation Costs:</u> Site provides a budget for federal, state, and local evaluation effort.
- <u>Professional Development:</u> *No less than five percent* of each site's total budget *must be* reserved by the grantee for training, staff development, and technical assistance, and grantees must budget to attend two regional trainings and one state conference per year.
- <u>Access:</u> *No more than* eight percent of each site's total budget *may be* used to meet local needs for:
  - transportation costs.
  - ensuring safety and accessibility of program facilities.
  - elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability; and/or
  - other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).
- <u>Non-Direct Programming Costs:</u> *No more than 30 percent* of each site's total budget *may be* used for non-direct programming costs (e.g., program oversight administration, data collection and reporting, and emergency planning).
- <u>Total Costs:</u> An applicant may not request an amount less than $70,000. Standalone applicants may request up to $250,000 in any grant year. A consortium may apply for up to $450,000; <u>each</u> member of the consortium must receive at least $50,000 and no more than $250,000. The budget detail must outline the funds for each member of the consortium. Ongoing collaboration between entities must occur and be documented.

	Met Very Few Criteria (information missing or mostly incomplete)	Met One Criterion (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
Describes how the costs of the proposed project (as presented in the submitted budget and budget narrative) are reasonable and the budget is sufficient, and there is a clear connection between the proposed activities and the grant funds.	1	3	5
Budget adheres to guidance (Budget Detail Instructions as noted above), including budget limits.	1	3	5
Reviewer Comments:			
TOTAL POINTS			**/10**