



21st Century Community Learning Centers (21st CCLC) Grant Program For Grades K-12



THE VIRGIN ISLANDS DEPARTMENT OF
EDUCATION



Request for Proposals (RFP)

School Year: 2018 - 2019

PROGRAM OVERVIEW

Dr. Sharon Ann McCollum
Commissioner

Application Deadline: September 20, 2018

PROGRAM NAME

21st Century Community Learning Centers Program
(21st CCLC)

TO THE APPLICANT

The Virgin Islands Department of Education (VIDE) is now accepting proposals from V.I. Government agencies and non-government organizations to fund 21st Century Community Learning Centers (21st CCLC) in the St. Thomas/St. John and St. Croix Districts. This grant competition seeks to award applications that will establish or expand out-of-school time community learning centers that assist with learning and development of school-age children.

The 21st CCLC grant will particularly cater to students in high-poverty areas and those who attend low-performing schools. It is expected that established 21st CCLC programs will provide various academic enrichment opportunities to assist students in meeting state student performance standards in core academic subjects such as reading and mathematics, along with activities designed to complement the students' regular academic program. Points are given to applicants who can clearly explain how and why they intend to provide specific activities along with the desired outcome, while simultaneously collaborating with one or more agencies.

DEFINITION OF A COMMUNITY LEARNING CENTER

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or during a period when school is not in session (including holidays, weekends or summer recess). According to section 4201 (b)(1) of the program statute, a community learning center assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence preparation, counseling, art, music, recreation, technology, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

FUNDING AUTHORITY

The 21st Century Community Learning Centers (21st CCLC) program was established by Congress as Title IV,

Part B of the Elementary and Secondary Education Act (ESEA), and amended by the No Child Left Behind Act of 2001. The new education law The Every Student Succeeds Act (ESSA), which replaces the No Child Left Behind Act of 2001, will take effect at the start of the 2017-2018 School Year.

FUNDING PURPOSE

The purpose of the program is to create community learning centers that provide students (especially students who attend high-poverty and low-performing schools) with academic enrichment opportunities, as well as additional activities designed to complement their regular academic program. The 21st CCLC program must also offer these students' families literacy and related educational development.

Centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports, health and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

The law's specific purposes are to:

- provide opportunities for academic enrichment, including providing tutorial services to help students meet state and local student performance standards in core academic subjects, such as reading, mathematics and science;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, drug, violence and pregnancy prevention programs, counseling programs, art, music, and recreation programs, career technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development.

ELIGIBLE APPLICANTS

All local educational agencies (LEAs), community-based organizations (CBOs), including faith-based organizations

and other public or private entities, or a consortium of two (2) or more of the above agencies or organizations are eligible to apply.

Applicants should be aware that new funds must be used only to supplement (supplies a want or makes an addition), not supplant (replace or take the place of another), any Federal, state, or local dollars available to support activities allowable under 21st CCLC program.

APPLICATIONS

To apply for grant funds, a local 21st CCLC grant application must be completed and submitted by the deadline. The application must describe information such as: the before-school, after-school, and summer-school (optional) activities to be funded; how the activities will improve student achievement; how students will travel safely to and from the learning center; whether any partnership (s) between local education agencies (LEAs: School Districts or Schools), community-based public or private organizations will be established, an evaluation of the community needs; available resources for the learning center; and other provisions requested in the application package.

SUPERINTENDENT SIGNATURE REQUIRED

All public schools and applicants partnering with a public school must obtain signatures from the superintendent of schools and the principal of the participating school(s) in the applicant's district. This requirement is more than a signature; it is a commitment of the superintendent and the principal to attest to the appropriateness and accuracy of the information in the proposal and certify that this proposal will comply with all relevant requirements of the state and federal laws and regulations. It is also to ensure that there is a viable collaboration in order to meet the needs of students.

COLLABORATION EFFORTS

It is highly recommended that applicants find partners, whether they are community organizations (both non-profit and for-profit) or schools. These partners should be able to provide substantial services to your 21st CCLC program. Examples of support include but are not limited to:

- Local business may make financial donations to a 21st CCLC program; provide career information to CCLC staff, parents and students, donate new or used computers, furniture or office supplies, give employees release time to serve as mentors to CCLC students; and provide student internships or job shadowing

experiences within the workplace.

- Faith-based or community-based organizations may make financial donations to a 21st CCLC program; provide facilities/space for CCLC operation or special activities; provide volunteers to assist with CCLC activities; provide or assist with CCLC staff training; recruit other organizations to participate in the CCLC partnership; and share CCLC information with their constituents.

AUTHORIZED PROGRAM ACTIVITIES

Under the Elementary and Secondary Education 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 student academic achievement. According to the U.S. Department of Education guidance, local grantees are limited to providing activities within the following list:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to allow students to improve their academic achievement
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide extended learning activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement;
- Drug and violence prevention programs, counseling programs, and character education programs; and
- Adult family members of students participating in a community learning center may participate in education services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the

students' academic achievement. However, programs are open only to those adults who are family members of participating children.

PRINCIPLES OF EFFECTIVENESS

The 21st Century Community Learning Centers program is based on sound principles of effectiveness that will guide local grantees to identify and implement programs and activities that can directly enhance student academic achievement. According to the Elementary and Secondary Education Act, (4205 (b)), programs must be based on the following principles:

- An assessment of objective data demonstrating the need for before and after school programs (including during summer recess period(s)) and activities in the school and communities);
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and if appropriate, be based upon scientifically-based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.

According to the U.S Department of Education publication “Working for Children and Families: Safe and Smart II – After-School Programs”, there are nine characteristics present in high-quality afterschool programs. Our reviewers will look for these qualities in the program design. These qualities are:

- Goal setting, strong management, and sustainability;
- Quality afterschool staffing;
- High academic standards;
- Attention to safety, health, and nutrition issues;
- Effective partnerships with community-based organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups;
- Strong involvement of families;
- Enriching learning opportunities;
- Linkages between school-day and afterschool personnel; and
- Evaluation of program progress and effectiveness.

ELIGIBLE PARTICIPANTS

Eligible participants are public and private/non-public school students, both boys and girls, kindergarten through twelfth grade. Programs should target the ages/grades deemed to be at greatest risk and those students who are

academically below proficiency. At-risk issues might include poverty or school performance, truancy, drug or alcohol abuse, limited English proficiency or any other indicators judged by the applicant as placing the child at higher risk and thus in greater need for this program. Adult family members of students participating in the Community Learning Center must also be served through educational activities that are appropriate for adults.

The Every Student Succeeds Act stipulates that 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 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 school students in the area served by the grant. 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.

GRANT CYCLE

Programs can be funded from three to five years, proposals must be submitted for at least a three (3) year period/plan. A 21st CCLC Grant cannot exceed five years. This is subject to change under reauthorization of ESEA, availability of funds and compliance with all federal and local requirements.

NUMBER AND AMOUNT OF SUB-GRANT AWARDS

The minimum grant award is \$50,000. (The average cost per center ranges from \$125,000 to \$150,000, servicing an average of 125-150 students and their parents). Costs per center may be higher or lower depending on the number of individuals served, the array of activities, and the availability of additional resources. Grant awards will be funded at 100 percent for three (3) years of funding. In year four, a phase out will commence and the applicant will receive 75 percent of the initial grant award. In year five (5), the applicant will receive 50 percent of the initial grant award. However, the grant awards allocated in years four and five cannot be less than \$50,000 a year. **The Virgin Islands Department of Education reserves the right to negotiate grant award amounts with all grantees.**

The number of grants funded will depend on the number of applicants, number of centers and funds available. An

applicant that is successfully awarded will receive notification of an award for a three-year period. The Department will have the option to renew the award for the 4th and 5th year.

GRANT AWARD PAYMENTS

All awards will be reviewed annually for consideration of continued funding. Programmatic and fiscal implementation and reporting will be considered. Additionally, if a sub-grantee is unable to serve the agreed upon number of students each grant period and not be able to satisfactorily justify the situation, VIDE reserves the right to institute an award adjustment for the next program year. Awardees are expected to have as regular attendees a minimum of 75% of the agreed upon number of students. Regular attendees are defined by the VIDE as students who attend the program for 30 days or more during the course of a program year.

HOURS AND DAYS OF OPERATION

Each site in the application is required to be open for a minimum of five (5) days per week or fifteen (15) hours per week providing services to students. Services to adult family members do not contribute to the 15 hour minimum. Services to students are those services where most enrolled students are able to participate. Services may be offered as follows:

- Before school (at least one (1) hour per day, ends just before school begins);
- After school (at least three (3) hours per day, begins when school dismisses);
- Both before and after school (at least one (1) hour before and two (2) hours after);
- Non-school weekdays during the typical school year and Saturdays (at least four (4) hours per day); and
- Summer break (at least four (4) hours per day).

The required days and hours of operation should allow programs to encompass adequate academic, enrichment, and recreational activities. **Note: 21st CCLC funds cannot be solely used to support a summer only program.**

PROFESSIONAL DEVELOPMENT TRAINING

The 21st CCLC Program Director or Site Coordinator, and fiscal staff are required to attend trainings provided by the VIDE. Additionally, at least one (1) representative from each program must attend an annual training. It is also expected for programs to explain the types of professional development that they intend to offer for their staff.

SUSTAINABILITY EFFORTS

One of the goals of the 21st CCLC program is to sustain activities beneficial to students and their families beyond the 3 or 5-year project. Consequently, the application must demonstrate through a plan, how the project will become self-sustaining once grant funds have decreased and are no longer awarded. Sustainability plans must be submitted each year. During years four (4) and five (5) when funds decrease, programs will not be permitted to decrease the quantity or quality of services, the number of children or the length of operation.

GRANT MONITORING

The VIDE will monitor grants by analyzing and approving budgets prior to the start of each year and through the submittal of monthly or quarterly reports. The VIDE will also conduct announced and unannounced on-site visits and monitoring visits to sub-grantees. For the announced monitoring visits, the sub-grantee may be required to present additional, pertinent information that will allow the VIDE to conduct a constructive, proficient and successful visit.

MANAGEMENT CONTROL OF THE PROGRAM

The sub-grantee has complete management responsibility for this award. While the VIDE staff may be consulted for their expertise, they will not be directly responsible for the selection of vendors, nor will they be directly involved in the expenditure and payment of funds.

STAFFING REQUIREMENTS

The VIDE's minimum staffing requirements and the duties and responsibilities of each are listed below. Organizations must make sure that all 21st CCLC program staff has adequate time to execute these duties. The VIDE will evaluate the management plan, including staffing, based on the fundamentals to implement the project and adhere to program requirements. **The VIDE reserves the right to require changes based on this review.**

Program Director or/ Site Coordinator

The program director/site coordinator will be mainly responsible for managing and implementing the education program and budget described in the approved application to ensure that the agency meets its responsibilities to the VIDE under the sub-grant agreement in a timely manner. This person will be responsible for the daily operation, coordination and delivery of services at their respective program sites.

Responsibilities include, but are not limited to:

- Oversee and ensure implementation of the approved project (monitor program/budget appropriately)
- Complete necessary reports and ensure timely submission to the VIDE
- Develop attendance policy, calendar of activities
- Supervise all staff; including volunteers;
- Conduct program orientation for staff, parents, students, volunteers, and key program staff;
- Develop and maintain health and emergency

plans/files;

- Attend mandated program directors' meetings and required professional development trainings;
- Ensure compliance with evaluation requirements, including data entry into the state data collection systems.
- Ensure staff and students are assigned class rooms and have signed-in;
- Oversee drop off and pick up of students;
- Coordination and distribution of daily snacks;
- Ensure activities are delivered as intended;
- Ensure field trip activities are completed as scheduled and emergency contacts are accessible; and
- Ensure communication is conducted with school-day teachers regarding specific student needs.

Administrative Support

If included in your budget, this person must assist with gathering registration forms, attendance sheets and other forms required by the program. Additionally, this person will also be responsible for other administrative tasks as assigned by the Program Director.

Financial Support

This person will be responsible for ensuring finances of the program are properly documented and reported to the Virgin Islands Department of Education 21st CCLC State Office.

GRANT AWARD NOTIFICATION

All awards are subject to the availability of Federal funds. Final awards may be lower than proposed. Grant awards are not final until approved by the VIDE, a grant award letter is received from the VIDE and a sub-grant agreement has been fully executed.

OTHER PROGRAM REQUIREMENTS

A funded applicant must also commit to:

- Completing an Annual Performance Report (APR) through the 21 APR Data Collection System.
- Participating in evaluation studies conducted by the VIDE. These studies may include site visits and interviews of staff, parents, students and educators; evaluation surveys, which will be provided to the grantees during the grant period; and the collection of test scores and grades of student participants.
- Sending a representative team to VIDE Technical Assistance Workshops, grantee meetings and trainings, and one national conference.
- Participating in an oral interview or receiving an onsite visit to clarify application information. *(Applicants will be contacted if such information is necessary.)*
- Evaluation requirements will include data collection of:
 - ⇒ Site Information
 - ⇒ Activities
 - ⇒ Attendance
 - ⇒ Participants Profile
 - ⇒ Standardized Test Scores
 - ⇒ Student grades
 - ⇒ Teacher surveys

Each grantee will be responsible for providing all the data requested to the VIDE.

Note: More program information will be issued to applicants that are awarded a 21st CCLC grant.

TIMELINE OF ACTIVITIES

Month/Year	Task
August 20, 2018	Release of Request for Proposal (RFP)
August 27, 2018 & August 28, 2018	Pre-Application Technical Assistance Workshops (required)
September 20, 2018	Proposal Deadline
September 26-27, 2018	Peer Review of Proposals
Tentative	On-Site Reviews
October 3-4, 2018	21 st CCLC Sub-Grant Award Notifications
Tentative	Post Award Conference
	Awards Commence

Dates subject to change.

21st CCLC PROGRAM GOALS, OBJECTIVES, AND INDICATORS

Performance Indicators

Listed below are the Objectives and Indicators the U.S. Department of Education has required for all 21st CCLC:

Goal: To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural and recreational needs of their communities.

Objective 1: Participants in 21st CCLC programs will demonstrate education and social benefits and exhibit positive behavioral changes.

1.1 Achievement - Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

1.2 Behavior—Students participating in the program will show improvement on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Objective 2: 21st CCLC will offer a range of high-quality educational, developmental and recreational services.

2.1 Core educational services - More than 85% of Centers will offer high quality services in core academic areas, e.g., reading/literacy, mathematics and science.

2.2 Enrichment and support activities - More than 85% of Centers will offer enrichment activities such as nutrition and health, art, music, technology and recreation.

2.3 Community involvement - Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implanting and sustaining programs.

2.4 Services to adult family members of participating students - All Centers will offer services to eligible adult family members.

2.5 Extended hours - At least 75% of approved applicants will provide at least 15 hours a week of program services on average and provide services when school is not in session, such as during the summer and holidays.

Objective 3: 21st CCLC will serve children and community members with the greatest needs for expanded learning opportunities.

VIDE's 21st CCLC State Performance Indicators

The Virgin Islands Department of Education's 21st Century Community Learning Centers program is aligned with the Elementary and Secondary Education Act, as amended to support students in meeting the territory's challenging standards of Learning. The program's authorizing statute (Title IV, Part B) requires that the VIDE will *evaluate the effectiveness of the program using performance indicators*.

The goals and objectives cited below provide the overall framework not only for the Territory-wide program, but for local sub-grantees. The state's performance indicators offer local sub-grantees and their evaluators a set of standards to which their local programs can aspire and against which to measure their growth based on a continuous improvement model. The evaluation will use the performance indicators to guide data collection and monitor Territory-wide program development, best practices and technical assistance delivery.

Goal: The VIDE's 21st Century Community Learning Centers Program will enhance and support participating student academic achievement by providing enriched, content-based learning opportunities supported by meaningful parent and community engagement.

Objective 1: Virgin Islands students consistently attending a 21st CCLC program will show gains in their state assessment results, grades, and engagement in learning applications.

Performance Measures for Objective 1:

1.1 Regular program attendees will have a ninety percent (90%) daily attendance rate based on daily attendance logs.

1.2 Forty percent (40%) of regular program attendees participating in core content enrichment activities will make gains in grades from fall to

spring.

1.3 Between 5 and 10 percent (5% - 10%) of regular program attendees in grades 3-8 and 11 will have a five percent (5%) gain in percentage points on the Reading and Math territory assessment.

1.4 Between 5 and 10 percent (5% - 10%) of regular program attendees in grades 10-12 will score five percent (5%) above state averages in their PSAT and SAT reading and math results.

1.5 Eighty percent (80%) of regular program attendees will show improvement (from fall to spring) in homework completion based on surveys completed by the school classroom teacher.

1.6 Seventy-five percent (75%) of regular program attendees will show improvement from fall to spring in classroom behavior and attentiveness based on surveys completed by the school classroom teacher.

Objective 2: Family members of participating students will be provided with opportunities and training to support program implementation and their children's academic success.

Performance Measures for Objective 2:

2.1 Sixty percent (60%) of student program participant family members will attend program events as measured by attendance logs.

2.2 At least two family members of student program participants will serve on program planning and/or oversight committee as documented by program rosters.

2.3 Programs will offer at least three academically enriched student/family events designed to increase parent engagement and knowledge of their student's academic program as measured by program activity logs and surveys.

Objective 3: Programs will actively recruit and engage community partners to provide expanded capacity for program offerings to students and their families and for sustaining the program.

Performance Measures of Objective 3:

3.1 Each program will recruit and utilize the resources of at least two community partners (not contractors) as documented by program reports that describe partner meaningful contributions to annual program outcomes.

3.2 Program activities will be supported and/or directly provided by community partner(s) as documented by activity logs.

3.3 Community partner(s) will serve on program planning committees and oversight committees as documented by meeting notes and rosters.

CONTACT PERSON

For further information regarding this RFP competitive process, please contact:

Ms. Khadila Joseph Director
Division of Procurement
VI Department of Education 1834 Kongens Gade
St. Thomas, USVI 00802
Email: khadila.joseph@vide.vi



**21st Century Community Learning
Centers (21st CCLC) Grant Program
For Grades K-12**



**Request for Proposals
(RFP)**

School Year: 2018 - 2019

**APPLICATION
REQUIREMENTS**

**Dr. Sharon Ann McCollum
Commissioner**

Application Deadline: September 20, 2018

SUBMISSION LOGISTICS

The closing date for the grant competition is **September 20, 2018**.

- Applicants are to submit one (1) printed original proposal and an Adobe PDF copy on a disk or jump drive.
- Hand delivered proposals must be brought to the VI DE's Procurement Office by **4:30 pm**.
- Applicants mailing proposals must ensure that proposals are received by the VIDE 's Procurement Office by **4:30 p.m. on September 20, 2018**.

NO EXTENSIONS SHALL BE GRANTED

Proposals will not be accepted and/or forwarded for review for any of the following reasons:

1. Submitting an incomplete, late or faxed proposal;
2. Failure to obtain all required and original signatures from authorized representatives;
3. Failure to meet eligibility criteria; and
4. Inclusion in the application of a sub-grantee currently in year one (1) or two (2) of a 21st CCLC sub-grant award, and therefore, eligible to receive a continuation award.

Be advised that private for-profit and non-profit entities applying must submit all current documents listed in Appendix E before the competition deadline in order to apply for a 21st CCLC grant. Proposals submitted without the appropriate documentation will not be read.

The original proposal must bear an original signature of the authorized representative of the applicant. An original signature must also be included on the Standard Statement of Assurances, the Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, which are components of all proposals.

Applications must be delivered or mailed to the U.S. Virgin Islands Territorial Procurement Office	
Deliver to the attention of:	Mail to the attention of:
Ms. Khadila Joseph Director Division of Procurement VI Department of Education (Main Complex) 1834 Kongens Gade St. Thomas, USVI 00802	Ms. Khadila Joseph Director Division of Procurement VI Department of Education 1834 Kongens Gade St. Thomas, USVI 00802

APPLICATION CHECKLIST BEFORE SUBMISSION

The grant application must include the following components to be considered; failure to submit could result in the rejection of the proposal:

1. Signed Grant Application Cover Page
2. Application Abstract
3. Table of Contents
4. Application Narrative:
 - A. Need for Project
 - B. Project Design
 - C. Adequacy of Resources
 - D. Program Management Plan
 - E. Program Evaluation Plan
 - F. Program Sustainability Plan
5. Budget and Budget Narrative;
6. Letter (s) of Commitment and/or approval from collaborating youth-serving organizations, businesses, local education agencies and/or state agencies.
7. Signed Assurances and Statement Regarding Lobbying, Debarment and Suspension with original signatures.
8. Certificate of Incorporation, Letter of good standing, License to operate in the VI, 501 (c) (3) letter, Human Services Afterschool License, and other documents listed in Appendix E. *(Not required for applying public schools.)*

Please note that all applicants must ensure, pursuant to Section 504 of the Rehabilitation Act, that their proposed community learning center program is accessible to persons with disabilities.

APPLICATION REVIEW PROCESS AND CRITERIA

The VIDE will convene a panel of neutral, qualified, professional individuals who have been selected for their unique qualifications in the fields of elementary and secondary education and youth development to review all completed applications. Each applicant will be rated according to the criteria provided within the Application/ Scoring Review rating Form. Applicants that score at or above the State determined score will participate in an on-site interview with the VIDE prior to the final award decision.

Applicants are required to attend a Pre-Application Technical Assistance Workshop. Failure to attend this workshop will disqualify an application. This application package includes all information, forms and instructions

needed to apply for this grant under the 21st CCLC Program.

GRANT AWARD DECISIONS AND DISPOSITION OF PROPOSALS

The VIDE reserves the right to award in part, to reject any and all proposals in whole or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the VIDE reserves the right not to award all grants, to negotiate specific grant amounts, and to select grantees based on the evaluation process to meet federal requirements or the VIDE's priorities. In addition, the VIDE reserves the right to modify the dollar amount of grant awards to meet federal guidelines for grant awards.

All awards are subject to the availability of Federal funds. Sub-Grants are not final until the sub grant agreement is fully executed by all parties.

Applicants will be notified, in writing of the acceptance or rejection of their proposals. If a proposal is selected for funding, the VIDE will issue an award letter. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. All proposals submitted will be retained by the VIDE and will become part of the public domain.

Applicants also have the ability to make an appeal to first the VIDE if they are unsatisfied with their results.

HIGH RISK APPLICANTS

A grantee may be considered a "high risk" if it is determined that they have a history of unsatisfactory performance, are not able to carry out the requirements of the 21st CCLC program if 21st CCLC funding is not available, have not previously conformed to terms and conditions of previous awards or reporting requirements. Such awards may be made with special conditions or restrictions that correspond to the high risk condition and shall be noted in the contract.

The VIDE reserves the right to reduce the amount of funding or deny funding to applicants of excessive high risk.

OBLIGATION OF SUB-GRANTEES

All applicants are hereby notified that the sub-grant to be

awarded is subject to contract compliance requirements of the Virgin Islands Department of Education and the Department of Property and Procurement.

Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner, and in such time, as may be prescribed by the VIDE.

FREEDOM OF INFORMATION ACT

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of the Freedom of Information Act.

PAYMENTS

VIDE will make payments upon extension of a Sub-Grant Award Agreement with the sub grantees. Once an agreement is signed a purchase order will be generated which will be followed by authorization of initial disbursement. All other payments will be made upon submission of required reports and supporting documentation. These documents will be reviewed and approved by the Program Manager and then subsequent checks can be requested, failure to comply with these requirements will delay payments.

AUDITS

At anytime before final payment and five years thereafter, the VIDE may have sub-grantee's expenditures, statements and source of documentation audited.

REPORTING REQUIREMENTS

Sub-grantees are required to submit performance, financial, inventory, and evaluation reports to the VIDE and in accordance with the terms and conditions of the 21st CCLC sub-grant award, collect and submit Annual Performance Report (APR) information through the 21st CCLC Profile and Performance Information Collection System (PPICS). These reports describe program activities, process data, accomplishments, performance measures, outcomes and other data as required by Federal and State requirements, and as outlined in the grant application and any subsequent contingencies. Required documentation to support interim reports should be submitted and copies should be readily available for monitoring purposes. Required documentation includes, but is not limited to, contracts, purchase orders, cancelled checks, professional development agendas and sign-in sheets, etc. Timely submission of these reports is essential to ensure compliance with State protocol in

managing this grant. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet these reporting requirements. Failure to submit timely reports may result in delayed award payments and possible suspension of the grant award.

NONDISCRIMINATION IN THE DELIVERY OF SERVICES

In accordance with Title VI, of the Civil Rights Act of 1964, (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under any program or activity operating under the District of Columbia's 21st Century Community Learning Centers Program.

APPLICATION REQUIREMENTS

All applications must be typed, 1 inch margins, numbered pages, and double spaced in a 12 point readable font. The following components must be included in the application:

A. Need for Project

The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Guidance for applicants: Provide a description of your community and the extent to which the proposed project is appropriate to, and will successfully address the needs of the target population. In doing this, you may:

- Cite the factors that place students at-risk of educational failure, e.g., the poverty rates in the communities to be served, the percentage of rapid growth of limited English-proficient students and adults, the dropout rates, teen pregnancy rates, achievement gap and adult literacy rates and education levels in the community; and
- Describe how the proposed project will remedy the risk factors for each target population. Applicants are advised that a needs assessment may be helpful in determining the needs of the community and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs.

B. Project Design

The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable and the proposed project will collaborate with other appropriate agencies and organizations providing services to the target population.

Guidance for applicants: Clearly describe the activities to be provided by the project and elaborate on how these goals and objectives are linked to the identified needs. Further, clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends and with what anticipated results. It is also suggested that you carefully tailor your activities to address the specific needs of program participants and to achieve student academic achievement. For example, explain how your project will provide services and activities during extended hours that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs and how staff will collaborate with principals and regular school day teachers to assess a student's needs. It is recommended that applicants review the Common Core Standards adopted by the VIDE.

In addition to explaining the **activities** to be funded, applicants should also include:

- An assurance that the program will take place in a safe and easily accessible facility.
- A description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home.
- A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.
- An identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources.
- An assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend.
- A description of how the activities will meet the principles of effectiveness described in Section 4205(b) and listed above.

An assurance that funds under this part will be used to increase the level of State, local, and other non-Federal

funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds.

- A description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate.
- A demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.
- If eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers.
- Clearly describe your target population, including number of students to be served.
- Clearly describe the activities to be provided by the project to support parent involvement and elaborate on how the goals and objectives of the program are integrated into the program design. The activities could include, for example: adult development activities, parent and child shared activities, governance and leadership activities, and activities that link parents to schools.
- Clearly address how literacy components are offered as part of the academic and enrichment offerings of the program and include small group instruction for low-achieving students.
- Clearly address how math and science components will be offered as part of the academic and enrichment offerings of the program and how small group instruction will be provided for low-achieving students.
- Clearly address how health, nutrition, and physical activity programming will be offered as part of the academic, enrichment and recreational offerings of the program.

If partners are identified, please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application.

Applicants are advised that the quality of letters of support, with a clear demonstration of buy-in from senior administrators of the partnering organization, is more important than the quantity. Many successful applicants have involved their community partners in planning and writing the grant application, as well as in helping to implement the grant once awarded.

C. Adequacy of Resources

The adequacy of support, including facilities, equipment, supplies and other resources from each of the partnership organizations.

The extent to which the costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits.

Guidance for applicants: Show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful applicants make sure that their budget will adequately cover program expenses, including transportation. It is important to demonstrate how you will leverage existing school resources, such as computer labs, libraries and classrooms to carry out your activities. Also, describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You are advised that costs should be allocated and will be judged against the scope of the project and its anticipated benefits. Applicants should provide evidence that their plans have the support of program designers, service providers and participants.

Applicants must provide a detailed description of the costs (budget narrative) for all proposed activities according to the category of expenditures provided. This section should say exactly what will be purchased and who the intended users will be.

The budget and budget narrative must:

- **Clearly** justify the per pupil amount against the anticipated number of students and family members to be served, anticipated results, and benefits.
- Costs must be allocated (and will be judged) against the scope of your project and its anticipated benefits.
- **Clearly** establish what resources/money will be used to ensure that evaluation/data collection, family literacy and family education, and staff development

opportunities will occur.

- **Clearly** address the plans for meeting the cost of security, facility usage, and transportation.
- **Clearly** identify the amount of Federal, State and Local program funding, if any, that will be combined or coordinated with the proposed 21st CCLC program to make the most efficient use of resources.
- **Clearly** identify the estimated amount and actual use of *all* in-kind contributions and any anticipated program fees.
- Justify the use of all resources.
- **Clearly** reflect the expenditures described in the budget narrative and the program description in earlier parts of the narrative.

Allowable 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 resources based on approved grant application.

Budget Do's and Don'ts

Program Budgets must include the following:

- Funds for at least one (1) program staff member to attend an annual training.
- The budget should also adequately cover program expenses, including student transportation to and/or from the center daily.
- A detailed budget narrative that itemizes how grant funds will be used, as well as funds from other sources, must be provided.
- No item should be identified in a budget that has not been explained in the program narrative. Costs should be reasonable, and will be judged against the scope of the program and its anticipated benefits.
- Remember that grant funds cannot be used to purchase facilities, support new construction or renovate existing space (**See examples of unallowable expenditures**).
- A significant portion of each 21st Century budget must be spent on academic activities.
- Grant funds may be used to pay for employee clearances.
- All evaluator costs must be reasonable and explained in the proposal. Applicants and grantees should allocate 8-10% of the annual budget for evaluation.
- All grantees must commit a minimum of 5% of their annual budget to support parent involvement activities.

- No more than 20% of the total grant funds will be allowed for the administration of the program. This is also subject to approval by the VIDE. Programs may not be allowed to take the entire 20% if it appears to be excessive for the size of the program. Administration does not include the teaching staff and counselors.
- Fees for a service must be cleared with the 21st CCLC office and cannot hamper the attendance of any student. The applicant must describe how students will be able to participate in the program regardless of income or economic status. Program income should be used for current costs in the program year for which they are received and will have to be reported to the 21st CCLC office along with grant funds.

Unallowable Expenditures

Project funds may not be used to supplant existing programs and/or funding. The supplanting provision does not prohibit Federal funds from being used to continue programs where a previous Federal grant has ended and other Federal, State or Local funds would not have been available. Applicants cannot duplicate services and/or target populations.

Communities that presently have a grant from the Department of Education are eligible to receive additional funds under the program. However, local applicants should be aware that new funds must be used in a manner consistent with all the requirements of the new statute and must be used only to **supplement, not supplant**, any Federal, State or Local dollars available to support activities allowable under the 21st CCLC program. Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within a local education agency that has a 21st CCLC grant.

Examples of Unallowable Expenditures

- **Preparation of the Proposal:** Costs to develop, prepare and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or subcontractor.
- **Pre-Award Costs:** Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and cost incurred after the start date of the grant.
- **Entertainment, Refreshments, Snacks:** A field trip without the approved academic support will be considered entertainment. Game systems and game cartridges are unallowable.

- **Overnight field trips**, including retreats, lock-ins, etc.
- **Incentives**, including plaques, trophies, stickers, t-shirts and gift cards (no direct cash to students).
- **Advertisements, Promotional or Marketing Items** (e.g. flag, banners, t-shirts).
- **Decorative items.**
- **Purchase of facilities or vehicles** (e.g. Buses, Vans or Cars).
- **Land acquisition.**
- **Furniture.**
- **Capital Improvements and Renovations.**
- **Supplanting federal, state or local funds** (e.g. using grant dollars to fund summer school classes previously offered and paid for by district or other funds).
- **Charges for items/services that are also covered under indirect costs.**
- **21st CCLC program funds may not be used to Purchase Toolkits** (or training and professional development materials) that are available to grantees at no cost.
- **Dues to organizations, federations or societies** for personal benefits.
- All individuals paid by 21st CCLC funds must provide direct service solely to the 21st CCLC program when paid by 21st CCLC funds, regardless of administrative designation. 21st CCLC funds cannot be used to supplant other funds and 21st CCLC staff (when paid with 21st CCLC funds) cannot provide any other district or organizational services.
- **Alcohol.**

Note: This is not an all-inclusive list of unallowable expenditures.

D. Program Management Plan

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Guidance for applicants: Charts, timetables and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for successful managing. We recommend that you clearly spell out objectives, activities, events, beneficiaries and anticipated results. Many successful projects budget for, and employ, a project director/site coordinator and seek guidance from a variety of members in the community.

E. Program Evaluation Plan

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Guidance for applicants: Submit a strong evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives and performance indicators established under the Government Performance and Results Act (GPRA) for the 21st CCLC Program, clear benchmarks to monitor progress toward specific objectives and outcome measures to assess impact on student learning and behavior. More specifically, the plan should identify the individual(s) and/or organization(s) that have agreed to serve as the evaluator for the project and describe his/her/its qualifications. The plan should describe the evaluation design, indicating: (1) types of data that will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor progress and to provide accountable information to stakeholders about success at the project site(s).

F. Program Sustainability Plan

The application must also include a preliminary plan for continuation of the 21st CCLC after federal funding ends. Programs with proven effectiveness are those that are most likely to be sustained after the grant period ends. You must address the issue of planning for sustainability after the grant period and elaborate upon how your school, community based organization and partnering organizations will assist in sustaining the project. Successful applicants should describe the role and responsibility of all key staff, and how they plan for and provide resources for ongoing staff development and training.

Research reveals that it takes a period of approximately five years for a community to design, implement and continually revise a program to the point where it can be sustained in the absence of state or federal funds.

PRIORITY POINTS

Priority points are given to applicants who can clearly explain how and why they intend to provide specific activities along with one of the following components:

1. Applications that are submitted jointly with a public school as the lead applicant, and at least one public or private community organization as its partner.
2. STEM Based Programs - Programs that implement Science, Technology, Engineering, and Mathematics (STEM) Education. **Note:** A clear and precise explanation of this implementation is required.
3. Applicants implementing Summer programs in addition to regular services.

Please note: Applicants who intend to gain priority points for the abovementioned components should clearly specify this interest in the Project Design portion of the application along with explaining how to fulfill this commitment and the desired outcomes.

An applicant can gain up to five extra points per component.



21st Century Community Learning Centers (21st CCLC) Grant Program For Grades K-12



Frequently Asked Questions About 21st CCLC Program

Partially adapted from the 21st Century Community Learning Centers Non-Regulatory Guidance, February 2003, U.S. Department of Education, Office of Elementary and Secondary Education.

Complete document is located at:

http://www.ed.gov/programs/21st_ccl_c/guidance_2003.pdf

What is the 21st Century Community Learning Centers Program?

Part B of Title IV of the Elementary and Secondary Education Act, as amended (Pub.L.107-110), provides opportunities for communities to establish or expand activities in community learning centers. The 21st CCLC program seeks to create *community learning centers* that provide academic, artistic and cultural enrichment opportunities for children and their families, and a safe environment for students when school is not in session.

The purpose of the program is to establish or expand *community learning centers* that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers which can be located in elementary, middle, and secondary schools, or other similarly accessible facilities must provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers must help working parents by providing a safe environment for students when school is not in session. Programs implemented under this grant shall operate on weekends, evenings, and summer when school is not in session.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended, the law's specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art music, and recreation programs; technology education programs; and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by the community learning centers opportunities for literacy and related educational development. Elementary and Secondary Education Act, Section [4201(a)].

How does the 21st CCLC program comply with Elementary and Secondary Education Act requirements?

The Elementary and Secondary Education Act, as amended, made several significant changes to the USED-administered 21st CCLC program. These changes ensure that the program

focuses on helping children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. The 2001 statute provides additional state and local flexibility in how funds can be used to support higher academic achievement and dramatically expands eligibility for 21st CCLC funding to public and private educational and youth-serving organizations.

What organizations are eligible to apply for 21st CCLC funds?

Any public or private organization is eligible to apply for a 21st CCLC grant. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: Local Educational Agencies, school districts, non-profit agencies, city government agencies, faith-based organizations, institutions of higher education, community-based organizations and for-profit corporations. The statute encourages eligible organizations to collaborate with Local Educational Agencies (LEAs) when applying for funds.

May a community learning center be located or take place outside of a school?

Yes, application for a community learning center to be located in a facility other than elementary or secondary school may be approved. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school.

If the community learning center is located outside of a school, must it provide transportation?

Whether the program takes place in a school building or other facility, the application must address student transportation (i.e. how students will travel safely to and from the community learning center(s) and home) and the budget for transportation. Please note that federal funds may not be used for the purchase of a vehicle to transport students to and from the facility.

Are there any requirements for the hours of operation of a center or the number of students and families a local program must serve?

The statute specifies that the community learning centers must offer services during non-school hours or periods when school is not in session, including before school, afterschool, evening, weekends, holidays, during the summer, or other

vacation periods. Each community should base its application on the needs of its students and their families. Please note that this includes a provision that services to families must also be offered during times when school is not in session.

While the statute does not mention specific hours of operation centers must serve students, the VIDE has determined that best research indicates that centers should be open for a minimum amount of hours while providing academic and recreational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Can 21st CCLC program funds support services to adults?

Yes. Only primary care givers of students attending a community learning center may participate in educational services or activities appropriate for adults.

In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students' academic achievement.

However, programs are open only to those adults who are caregivers or members of the families of participating children and must be provided during hours that students are not in the regular school day.

Can 21st CCLC student activities take place during the regular school day?

No. The statute specifically indicates services are to be provided outside the regular school day, that is, before school, afterschool, evenings, weekends, or summer.

The program may offer services to students during normal school hours on days when school is not in session, e.g. school holidays or teacher professional development days.

Several civil rights laws apply to recipients of Federal grants. Do these laws apply to private organizations that receive a grant under this program?

In accordance with Title VI of the Civil Rights Act of 1964, (P.L. 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, disability, or political opinion, be denied the benefits of, or be subjected to discrimination under any program or activity receiving

21st Century Community Learning Centers Program Grant funds.

Pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 793-7912) as amended, recipients of Federal financial assistance may not discriminate against disabled persons by excluding disabled persons from participation or by denying benefits and services offered to non-disabled persons.

Providers of elementary and secondary educational programs must ensure that disabled students receive a free, appropriate public education through a combination of services designed to meet the educational needs of the disabled student.

Are religious organizations, including entities such as religious private schools, eligible to receive 21st CCLC grants from the VIDE?

Yes. Faith-based organizations (FBOs) are eligible to apply for local grants provided they meet all statutory and regulatory requirements of this program. In order to ensure that a local sub-grantee, including a FBO, meets the program's purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, VIDE will not discriminate against grant applicants with regard to religion.

Thus, faith based and community-based organizations are encouraged to apply for local grants on the same basis as other applicants. Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religion instruction, worship, or prayer.

FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

For example, FBOs may wish to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately. The U.S. Office of Management and Budget (OMB) Circulars A-21 (for educational institutions) and A-122 (for non-profit organizations) provide further guidance regarding these accounting requirements.

For what activities may a sub-grantee use 21st Century Community learning centers program funds?

According to U.S. Department of Education Guidance, local sub-grantees are limited to providing activities within the following list:

- Academic enrichment learning programs and remedial education activities, including providing additional assistance to students to allow the students to improve their academic achievement;
- Reading, mathematics, and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services and mentoring programs;
- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Community service learning activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy are required;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

What are the facility requirements for a 21st CCLC sub-grantee?

The facility requirements for a 21st CCLC sub-grantee are as follows:

- *Regulations:* The applicant's facilities used during the performance of this agreement shall meet all applicable Federal, state and local regulations of its intended use throughout the duration of the Grant Agreement. The applicant shall maintain current required permits and licenses for the facilities. The applicant's failure to do so shall constitute a failure to perform under the agreement and be a basis for termination of the agreement for default.
- *Accessibility:* All facilities offered for the provision of service under the Grant Agreement shall be accessible to persons with mobility and other limitations (e.g. persons who are visually or hearing impaired), consistent with the Rehabilitation Act of 1973, P.L. 95-602 (Section 504), and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which

shall be incorporated into the Grant Agreement. The facilities must be opened for visiting by families and convenient to reach by public transportation.

- *Insurance:* All applicants must maintain sufficient insurance to protect the items purchased through federal funds and against accidents that may occur on the property. The applicant is responsible for securing all property and ensuring that the facility is maintained in an acceptable condition.

What are the insurance requirements for a 21st CCLC sub-grantee?

The applicant, when requested, must be able to show proof of insurance coverage required by law. All sub-grantees that receive awards under this RFP must show proof of insurance prior to receiving grant funds.

Local requirements are:

1. Worker's Comp - Government Insurance, and
2. Commercial General Liability Insurance.

Can the 21st CCLC program be located in a facility that currently has another after school program?

In general, the answer to this question is yes. However, this is not always the optimal situation. If there is currently an afterschool program in a facility, careful negotiations should be made to ensure that the programs work together, rather than competitively. Issues of space, resources, and students often become sources of conflict. Consideration of merging programs to expand on an existing program or create a new program using the techniques, activities, objectives, and philosophies of the different programs is encouraged.

Only one 21st CCLC program may be located in a single facility, unless two separate organizations are serving two different populations of students (i.e. one program is geared toward elementary and the other is geared toward secondary students). Each program would be individually accountable for its program outcomes.

Who is the target population to be served by the 21st CCLC grant program?

According to the 21st CCLC Non-Regulatory Guidance, recipients of the a 21st CCLC award must demonstrate that the program will market its services to all students in each district. This includes students who attend private schools, charter schools, parochial schools, and other community residents and their families. All 21st CCLC sub-recipients

must provide comparable opportunities for all students within the area to be served by the grant.

What are the audit requirements for a 21st CCLC sub grantee?

At any time or times before final payment and three (3) years after, the District may have the sub grantee's expenditure statements and source documentation audited. It is always recommended to keep documents on file for at least five (5) years.

Is collaboration a requirement for organizations eligible to apply?

The legislation contains several provisions about the importance of collaboration. Section 4204(b)(2)(H) requires applicants to provide a description of any partnership between a Local Education Agency, a community-based organization (CBO), and/or other public or private organizations. If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. In addition, Section 4204(i)(1)(B) requires that States give priority to applications submitted by activity receiving 21st Century Community Learning Centers Program grant funds.

What are the required clearances for 21st CCLC programs?

All paid and volunteer staff members are required to annually show appropriate evidence of the following clearances prior to working directly with students:

- A cleared background check.
- Compliance with all Virgin Islands Department of Human Services requirements as applicable.

How are award payments distributed?

Twenty five percent of the funds are given to program upon execution of agreement and purchase order. All other funds are then drawn upon request based on completion of financial reports and corresponding data/evidence of expenditures.

What is the sub-grant award amount to 21st CCLC sub grantees?

The minimum funding amount under this competition will be \$50,000 per application, per year, up to three (3) years. Costs per center may vary; depending on the number of individuals served, the array of activities, the hours of operation, transportation costs, and the availability of additional resources.

Are there any restrictions on purchases made with 21st CCLC funds?

21st CCLC funds must be used in accordance with applicable federal guidance. There are several restrictions on purchases made with 21st CCLC funds.

- Sub-grant awards may not support construction projects;
- Vehicles may not be purchased or leased using grant funds;
- All equipment purchased with grant funds are property of VIDE 21st CCLC and must be inventoried and labeled as such. VIDE has the discretion to dispose of the property at the conclusion of the grant period; and
- Sub-grant awards may not pay for cell phones or cell phone bills. (See unallowable expenses previously outlined).

Can I use grant funds to purchase food for the program?

According to Office of Management and Budget (OMB) Circular A-87, food cannot be paid using federal funds unless it is included with costs associated with meetings and Conferences in which the primary purpose is the dissemination of technical information, i.e. Professional Development conferences.

Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

Refer to OMB-87, Cost Principles for Federal Grants, for more information.

The federal government understands that in many cases in order to get the parental involvement and/or student participation, a healthy nutritious snack may need to be provided. All successful applicants will again be strongly encouraged to apply for existing federal programs that assist with providing snacks and meals to students and their families.

After school programs can access snacks for afterschool and meals for summer school from the USDA's Food and Nutrition Service through the Child and Adult Care Food Program (CACFP), National School Lunch Program (NSLP) and Summer Food Service Program (SFSP).

Can a 21st CCLC program hire full-time employees?

The federal statute does not prohibit full-time employees, but the VIDE does not allow full time employment under this program.

Applicants should be aware that 21st CCLC program funds must be used only to supplement, not supplant, any Federal, State, or Local dollars available to support activities allowable under the 21st CCLC program.

Are there guidelines for determining staff compensation?

Compensation for staff should be reasonable. VIDE reserves the right to approve/disapprove rates presented based on reasonable allowance provision.

What fringe benefits are allowed under this grant award?

For part-time employees, fringe benefits may include federal taxes and FICA.

Can a program charge fees?

The intent of the 21st CCLC Program is to establish programs that offer academic assistance and enrichment to low-income students and their families. Although not contrary to federal law, the VIDE strongly discourages charging fees to these low-income students and families.

Programs are encouraged to consider their student population as defined in the Needs Assessment of the application to determine the practicality of this practice. Programs that are interested in proposing a fee must have this cleared with the 21st CCLC state office.

Can the fiduciary agent subcontract the management of the program?

No. The fiduciary agent may not subcontract the management of the program.

What are the requirements for sustainability under this grant?

In accordance with the federal statute, all programs must demonstrate the ability to sustain programming after the federal grant award has been exhausted. Throughout the grant award period, it is understood that sub grantees are constantly building relationships that will result in additional funding resources for program sustainability. Each year, sub grantees are required to collect data that can help them analyze and refine their programs based on the impact of the

activities.

Programs with proven records of effectiveness are those that are most likely to be sustained after federal funding ends. One of the best known practices of sustainability efforts has been for new sub grantees to build partnership relationships with existing program counterparts. This relationship allows for a sharing of ideas and services in order to maximize fund usage and provide a more efficient use of program resources.

In regards to evaluation and accountability, what evidence is required from state and local programs to determine whether 21st CCLC programs are research-based and effective?

There are two elements to evaluation and accountability. The first element involves basing your program on activities that have proven effectiveness (activities proven through scientifically-based research). The second element involves evaluating the effectiveness of your program using scientific principles. Each is explained further below.

What is scientifically-based research?

Local programs must indicate how they meet the principles of effectiveness described in the law. According to the statute, programs and activities must be based on:

- An assessment of objective data regarding the need for before, after, and summer school programs and activities in schools and communities.
- An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities.
- Scientifically-based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

Scientifically-based research, involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

- Employs systematic, empirical methods that draw on observation or experiment.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and

observers, across multiple measurements and observation, and across studies by the same or different investigators evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across condition controls

- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. For example, scientifically-based research has identified five essential components of effective reading instruction.

To ensure that children learn to read well, explicit and systematic instruction must be provided in these five (5) areas:

1. *Phonemic Awareness* - The ability to hear, identify, and manipulate the individual sounds-phonemes--in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. *Phonics* - The understanding that there is a predictable relationship between phonemes, the sounds of spoken language and graphemes; the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically decode unfamiliar words.
3. *Vocabulary Development* - Development of stored information about the meanings and pronunciation of words necessary for communication. There are four (4) types of vocabulary: (1) listening vocabulary; (2) speaking vocabulary; (3) reading vocabulary; and (4) writing vocabulary.
4. *Reading Fluency*, including oral reading skills. Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. *Reading Comprehension Strategies* - Strategies for understanding, remembering, and communicating with

others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

What is evaluation based on scientific principles?

In addition to choosing activities for your program that are based on sound scientifically-based research, you will need to base your evaluation on scientific principles that align with the aforementioned description of scientifically-based research. When feasible, programs should strive to use experimental or quasi-experimental research designs to test the effectiveness of their activities in achieving objectives. If such designs are not possible due to low enrollment or other reasons, such reasons should be stipulated and more appropriate evaluation methods chosen and justified.

What are the components of a high-quality afterschool program?

The list below describes the characteristics used to help integrate the afterschool program, the regular school day and existing partnerships within the community.

Produced by the North Central Regional Educational Laboratory (NCREL), the characteristics describe learning taking place in varying formats and designs. Afterschool programs are rich with educational opportunities. Programs can make what is learned during the traditional day vibrant and relevant to the lives of children. Comprehensive programs that are integrated into the regular school program and draw on resources within the community can yield positive outcomes for students and families. Moreover, the process of integration can actually compound the positive results of afterschool programs.

High-quality afterschool programs seek to create connections with the curriculum and instruction offered by the school during traditional hours. However, they do not duplicate or repeat. Confidence and skills that come from that experience can translate into academic skills when a child gains competency in sports. Positive experiences in recreational programs and the development of strong relationships with staff and peers may motivate a child to get excited about learning and to do better in school.

High-quality programs stress not only core skills (i.e. reading, writing and math), but also problem-solving, communication, teamwork, perseverance and conflict resolution. The key to this integration is planning and strong

relationships between the afterschool program management and the teachers and staff working with students during regular school hours.

The following are 20 characteristics that lead to comprehensive program planning for integration:

1. Climate for inclusion
2. Community partnerships
3. Qualified staff
4. Cohort retention
5. Consistent attendance and participation by cohorts
6. Monthly program of activities schedule
7. Coordination with the regular school day learning program and community partners
8. Culturally-sensitive climate
9. Engaging the public
10. Evaluation design
11. Facilities management
12. Focus on at-risk students
13. Funding
14. Leadership and governance
15. Linkages between afterschool, regular school and community partner personnel
16. Parental involvement
17. Recreational programming
18. Safe and healthy environments
19. Staffing - qualifications and training
20. Volunteers

What are the evaluation requirements for local sub grantees?

Each sub-grantee must budget for and conduct ongoing evaluation activities to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the principles of effectiveness. The results of the evaluation must be:

- used to refine, improve, and strengthen the program and to refine the performance measures;
- assess effectiveness of activities;
- shared with the VIDE;
- made available to the public upon request.

Local sub-grantees must work with VIDE to evaluate the academic progress of children participating in the state's 21st CCLC program. Program sub-grantees will be required to complete an Annual Performance Report (APR) indicating locally-collected data such as: number of hours of

programming; enrollment per site; achievement and grade data; regularly-participating students, etc. Sub grantees will also be responsible for participating in activities and evaluation projects conducted by the State by its statewide evaluator. These activities may include, but are not limited to, conducting State mandated surveys and participating in interviews with the statewide evaluator. It will be the responsibility of the sub grantees to distribute and collect said surveys and the information gathered will be reported on the APR.

What are the reporting requirements for local sub-grantees?

Each year, sub-grantees are required to complete the web-based Annual Performance Report (APR) developed by Learning Point Associates and required of sub-grantees nationally. This Annual Performance Report describes program activities, process data, accomplishments, performance measures, outcomes and other data as required by the U.S. Department of Education. The purposes of the Annual Performance Report are to:

- demonstrate that substantial progress has been made toward meeting the performance measures of the program as outlined in the grant application and
- collect other indicators for the 21st Century Community Learning Centers program.

Additionally, programmatic and fiscal reports will be required to track and document progress overtime. Included in the reports will be:

- Descriptive data to include (a) grant-level information showing current progress toward goals/objectives narrative, lessons learned, budget, and extent of community collaboration, and (b) center-level data such as dates and hours of operation, staff, ages/grades served, number of student and adult family members participating, student demographic data, enrollment, activities, and linkages to the regular school day.
- Achievement data to include reports on regular attendees (those who have attended for at least 30 days) during the reporting year or all students if a center has fewer than 100 regular attendees. The data shall include overall grades, achievement test results, teacher survey results, and other data sources, as requested; and achievement data on individual target students -- those regularly participating in program activities.
- Equipment inventory data to include a detailed description of all equipment purchased by the program.

- Itemized expenditure data to include detailed descriptions of all encumbered and paid transactions. These reports must include all back-up documentation to support expenditures.

All program data management will be the responsibility of the sub-grantee. General support to include templates and technical assistance will be provided to the sub-grantee by the VIDE.

Timely submission of reports, and up-to-date data management is essential to ensure compliance with State protocol in managing the 21st CCLC grant. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet the rigorous Federal and State reporting requirements of this grant.

The results of announced and unannounced site visits will also be a part of the reporting process for 21st CCLC sub-grantees.

What federal regulations apply to the 21st CCLC program?

The following regulations are applicable to the 21st Century Community Learning Centers Program: The Education Department General Administrative Regulations (EDGAR) 34 CFR Part 74 - Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations; 34 CFR Part 75 - Direct Grant Programs; 34 C.F.R. Part 76 - State-Administered Programs; 34 C.F.R. Part 77 - Definitions that Apply to Department Regulations; 34 C.F.R. Part 80 - Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments; 34 C.F.R. Part 82 - New Restrictions on Lobbying; 34 C.F.R. Part 85 - Government-wide Debarment and Suspension (Non-procurement) and 34 C.F.R. Part 84 Government-wide Requirements for Drug-Free Workplace (Financial Assistance Grants); and 34 C.F.R. Part 99 - Family Educational Rights and Privacy. In addition to the portions of EDGAR noted above, the Office of Management and Budget (OMB) Circular A-133 Compliance Supplement released in March 2003 identifies 34 C.F.R. Part 79 - Intergovernmental Review of Department of Education Programs and Activities and 34 C.F.R. Part 81 - General Education Provisions Act-Enforcement as applicable to the 21st CCLC program. Circular A-122 Cost Principles for Nonprofit Organizations also applies to the 21st CCLC program. The EDGAR

regulations can be found at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. The OMB circulars can be found at: <http://www.whitehouse.gov/omb/circulars/>. Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act of 1973 <http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html> to ensure that their proposed community learning center program and facility is accessible to persons with disabilities.

21st Century Community Learning
Centers (21st CCLC) Grant Program
For Grades K-12



Appendices
School Year: 2018 - 2019

Dr. Sharon Ann McCollum
Commissioner



APPENDIX A: Grant Cover Page

THE VIRGIN ISLANDS DEPARTMENT OF
EDUCATION**School Year 2018- 2019****Application for Title IV, Part B - 21st Century Community Learning Centers (21st CCLC)
of the Elementary and Secondary Education Act of 1965 (ESEA)****Part 1: Sub-grantee Information**

Lead Applicant Entity/School Name	Lead Applicant Director/Principal Name
Lead Applicant Entity/School Main Telephone Number	Lead Applicant Director/Principal E-mail Address
Lead Applicant Entity/School Physical and Mailing Address	
Physical Address:	
Mailing Address:	
Partner Applicant Entity/School Name	Partner Applicant Director/Principal Name
Additional Partner Applicant Entity/School Name	Additional Partner Applicant Director/Principal Name

Part 2: Type of Organization

Please choose the type of organization that best reflects the lead Applicant.

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Private School | <input type="checkbox"/> Faith Based Organization | <input type="checkbox"/> For-Profit Business | <input type="checkbox"/> Public School - STT District |
| <input type="checkbox"/> College/University | <input type="checkbox"/> Community Based Organization | <input type="checkbox"/> Public School - STX District | <input type="checkbox"/> Other |

Part 3: Target Population to be Served

Please indicate the population the Applicant will serve.

Elementary	Middle School	Junior High	High School	Christiansted	Frederiksted

Part 4: Annual Amount Requested & Per-Pupil Amount Breakdown

Please provide the estimated annual amount requested and per-pupil amount breakdown for years 1-3 of the grant award period.

	Annual Amount Requested		Per-Pupil Amount Breakdown	

Part 5: Certification of Application

The undersigned authorized chief administrative official submits this proposal on behalf of the applicant, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Name of Individual Certifying 21st CCLC Application	Signature of Individual Certifying 21st CCLC Application
Title of Individual Certifying 21st CCLC Application	Date of Certification

Part 6: Certification of Principal and Superintendent (if applicable)

Name of School Principal	Signature of School Principal	Date of Certification
Name of District Superintendent	Signature of District Superintendent	Date of Certification

For Official Use Only:**Date Received:**

APPENDIX B: Budget and Budget Objective Descriptions

Master Budget Form Object Descriptions/ Includable Items

Personnel – Salaries

Amounts paid to administrative employees of the sub-grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the sub-grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

Personnel – Employee Benefits

These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost and should be paid to the appropriate agency. Included are the employer's Social Security and Medicare contribution.

Supplies

Expenses for items that are consumed, worn out, or deteriorated through use, and have an expected useful life of less than one year

Equipment

Expenditures for acquiring fixed assets, including initial equipment, additional equipment, and replacement of equipment.

Purchased Services

Payments for services performed by certified teachers to assist the sub-grantee in achieving its goal(s) through instruction.

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the sub-grantee payroll.



Expenditures for transportation to ensure that students and families are transported to and from the 21st CCLC program safely. Payments for travel to attend technical assistance meetings and conferences geared towards afterschool and/or 21st CCLC as required by the 21st CCLC State Office.

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the sub-grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rentals - costs for renting or leasing buildings, and equipment; and Repair and Maintenance Services – expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applications what is an allowable purchased property service under a grant program. **The review of the budget justification should reveal the existence of any unallowable item.**

Payments for services performed by an evaluator to evaluate the sub-grantee's program and ensure that the goals and objectives in the proposals are achieved, and provide assistance where necessary.



21st Century Community Learning Center Budget

(Insert Program Name Here)

Year 1

OBJECT CLASS	OBJECT DESCRIPTION	TOTAL
Personnel		
		\$ -
Fringe (FICA 7.65%)		
		\$ -
Supplies		
		\$ -
Equipment		
		\$ -
Purchased Services		
		\$ -
	Subtotal	\$ -
	GRAND TOTAL	\$ -

Prog. Mgr. Apprvl.:

Date:

Grant No.:

APPENDIX C: Statement of Assurances



THE VIRGIN ISLANDS DEPARTMENT OF
EDUCATION

STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

The applicant has the necessary legal authority to apply for and receive the proposed grant;

The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Virgin Islands Department of Education;

Grant funds shall not be used to supplant funds normally budgeted by the agency;

Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Virgin Islands Department of Education, including information relating to the project records and access thereto as the Department of Education may find necessary;

The Virgin Islands Department of Education and any of its offices reserve the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of federal funding;

The applicant will protect and save harmless the Virgin Islands Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor, and the applicant shall return to the VI Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

The grant award is subject to approval of the Virgin Islands Department of Education and availability of state or federal funds.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature:

Name: *(typed)*

Title: *(typed)*

Date:

APPENDIX D: Certification Regarding Lobbying, Debarment and Suspension

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATIERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-

A. . The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position

title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND /OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

APPENDIX E: Legal Documents

Contracting ability documents to be provided by _____

1. Current Virgin Islands Business License issued to the legal name of record of the entity by the Government of the Virgin Islands, Department of Licensing and Consumer Affairs; and copy of current business license issued by state, city or county in which the foreign corporation is operating.
2. **Certificate of General Liability Insurance** in the minimum amount of \$100,000.00 and Professional Liability Insurance in the minimum amount of \$100,000.00 and Declaration/ Endorsement Pages for both policies:
 - a. stating that the “Government of the Virgin Islands” is an additional insured (on General Liability); and
 - b. listing the “Government of the Virgin Islands” as a certificate holder (on both policies), and indicating the address as follows:

Virgin Islands Department of Education
1834 Kongens Gade,
St. Thomas, U.S. Virgin Islands 00802-6746, and
 - c. In the Description of Operations box, indication that “The Government of the Virgin Islands, Department of Education is an additional insured per the terms of the parties written contract.”
 - d. a copy of the relative insurance policy may be requested for the coverage(s) indicated above and including the name and address of the of the insured, the policy number, and the term of the policy.
3. Proof of Tax Identification Number. Completed Form W9.
4. If applicable, Certificate of Issuance or Renewal of Trade Name issued by the Office of the Lieutenant Governor of the V.I., Division of Corporations and Trademarks, OR issued by the state, territory or commonwealth of re- cording, on behalf of the legal name of the Contractor.
5. Articles of Incorporation or Organization (OR Operation Agreement, By-Laws, Management Agreement, or Restatement of Purpose indicating the current method of management and operation).
6. Certificate of Corporate [or Association , or Organization] Resolution ON BUSINESS LETTERHEAD, in the form attached and bearing the seal of the corporation, association, or organization OR notations that a seal is not applicable and the authority from the state, territory, or commonwealth of the United States by which the seal is not applicable. See attached template.
7. **Three (3) current original** of Certificate(s) of Good Standing/Existence, in legal name of the Contractor by the Virgin Islands Office of the Lt. Governor, Division of Corporations and Trademarks.
8. Current Certificate of Government Insurance issued by the Office of Custodian, Department of Finance, Government Insurance Fund; OR Copy of Certificate providing firm/agents are covered by Workers’ Compensation Employee’s Liability.

In addition to the above items, the Following are applicable for 21st CCLC Sub-grantees:

1. Department of Human Services (DHS) Afterschool and/or Summer Program License.
 - Fire and Health Certificates Required for VIDE and DHS.

APPENDIX F: Scoring Rubric

TOTAL MAXIMUM SCORE 190

(Includes priority points)

Signed Grant Application Cover Page (No Points)

Must be completed and legible with required signatures. Absence of the signed grant application cover page will result in the application not being read.

Application Abstract (No Points)

Provide a brief summary of the proposed project. Limit response between half to a full page. Failure to include will result in the application not being read.

Table of Contents (No Points)

Must be included and be accurate. Failure to include will result in the application not being read.

Need for Project (15 Points Maximum)

Application must demonstrate that it has identified specific community needs and available resources for the community learning center and describe how the proposed program will address those needs including the needs of the working family. Failure to include this section will result in the application not being read. *Reference RFP page 11 for details regarding the completion of this section.*

Project Design (90 Points Maximum)

Applicant is able to clearly and specifically explain how the key instructional practices and major design elements of the program are able to (1) provide academic enrichment to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects such as reading, mathematics and science; (2) offer students a broad array of services that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development. Failure to include this section will result in the application not being read. *Reference RFP page 11 for details regarding the completion of this section.*

Adequacy of Resources (20 Points Maximum)

Applicant is able to describe the adequacy of support, including facilities, equipment, supplies and other resources from each of the partnership organizations. The extent to which the costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits. Failure to include this section will result in the application not being read. *Reference RFP page 12 - 14 for details regarding the completion of this section.*

Program Management Plan (15 Points Maximum)

Applicant is able to clearly explain their management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks. Failure to include this section will result in the application not being read. *Reference RFP page 14 for details regarding the completion of this section.*

Program Evaluation Plan (20 Points Maximum)

Applicant is able to clearly explain the methods of evaluation and include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. Failure to include this section will result in the application not being read. *Reference RFP page 14 for details regarding the completion of this section.*

Program Sustainability Plan (10 Points Maximum)

Applicant must provide a preliminary plan for continuation of the 21st CCLC after federal funding ends. Failure to include this section will result in the application not being read. *Reference RFP page 15 for details regarding the completion of this section.*

Budget and Budget Narrative (No Points)

Applicant included a budget and budget narrative that details and coincides with the application. Failure to include will result in the application not being read. *Reference RFP pages 28-30 for details and templates.*

Priority Points (20 Additional Points Maximum)

Applicant is able to clearly and specifically explain in the Project Design portion of the application how the components will be fulfilled as well as the desired outcomes if applicant intends on gaining priority points. *Reference RFP page 15 for details regarding the completion of this section.*

21st Century Community Learning Center
2018 VIDE Request for Proposals

