21ˢᵗ CCLC FY26 RFA
Technical Assistance Webinar , Part II
Grant Application Instructions

Alaska Department of Education & Early Development

Jessica Paris, 21ˢᵗ CCLC Program Manager

March 13, 2025

Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide **information**, **resources**, and **leadership** to support an excellent education for every student every day.

An Excellent Education for Every Student Every Day

EDUCATION
& EARLY DEVELOPMENT

Strategic Priorities:
Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.

2. Increase career, technical, and culturally relevant education to meet student and workforce needs.

3. Close the achievement gap by ensuring equitable educational rigor and resources.

4. Prepare, attract, and retain effective education professionals.

5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.
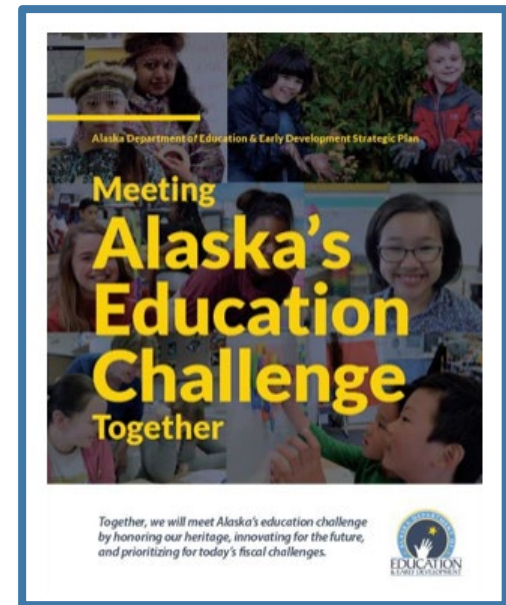

education.alaska.gov/akedchallenge

Engage by using the tech:

- Open your **Participant** window
- Open your **Chat** window
- Locate your **Microphone** button
- Locate your **Video** button
- Locate your **Reactions** button
- Locate **Hand-raising** button

Show Captions: This will display live closed captions.

Transcript: This will display a running transcript. Find by selecting from **More** button.
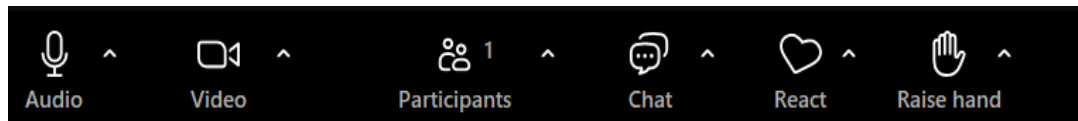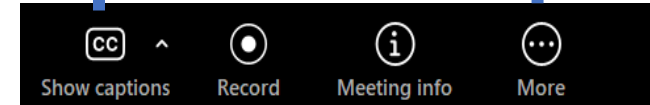
Audio and **Video** Settings.

Click icon to turn on or off. Red slash through the icon indicates that it is turned off.

Click arrow (^) to the right of each icon for more settings (e.g., change microphone, virtual backgrounds).

Chat: This will allow you to chat with the Host and other participants.

To: Everyone ⌄   File ...
Type message here...

React: This will allow you to use an emoji to provide a reaction without interrupting the meeting. Reactions will disappear after 5 seconds. **Raise Hand** might be found here or as its own button
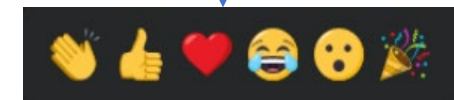
Leave microphone muted until speaking

EDUCATION
& EARLY DEVELOPMENT
ALASKA DEPARTMENT OF

Before we get started…

- This is being recorded

- Keep microphone off or telephone muted

- Use headphones so your mic does not re-transmit

- Use non-verbal tools as appropriate

- I will try to pause between major topics for questions

- Ask **generalized questions** relevant to entities other than yourself

- If you have a question—
  o Write in the chat and/or
  o Raise hand
  o If only on phone line, wait for pause and then state "I have a question"

EDUCATION
& EARLY DEVELOPMENT

Who is here?

In the chat box, type:

- Name
- Community
- Organization
- Email address

If on telephone only, state the same aloud

An Excellent Education for Every Student Every Day

Agenda

- Major Elements of 21st CCLC Funding

- Overarching Tips

- FY26 21st CCLC Application Directions

- Next Steps

- Questions

Overview of 21st CCLC

21st Century

Community Learning Centers Program

21ˢᵗ CCLC funding source

- Funded through the U.S. Department of Education

- Appropriated by Congress

- ESEA - Title IV, part B

- Many other federal regulations

- Alaska receives about $6 million/year

- Distributes through competitive RFA process

- Plan to run another RFA next year

Purpose of 21st CCLC funding

- Increase student academic achievement

- Provide educational opportunities **outside** of the school day that align with regular day

- Particularly for students who attend high-poverty, low-performing schools

Increase academic achievement

Academic assistance
- English language arts and mathematics instruction
- Targeted tutoring, skill building
- Homework/classwork help
- Credit recovery, Credit accrual
- Smaller student to staff ratio; aligns with regular school day

Educational enrichment
- STEM projects, science clubs, coding, robotics, math games,
- Art, music, theatre, cultural activities, second language, cooking, dance, chess
- Structured physical activity—archery, swimming, NYO, Girls on the Run
- Career readiness & competency building, employer-recognized credentials, service learning

Social, Emotional, Non-cognitive and/or life skills building
- Intentionally designed to support Positive Youth Development
- Social/Emotional instruction with evidence-based curriculum
- Skill practice embedded in project-based learning
- Drug and violence prevention, counseling

Support family engagement
- Family literacy or math night
- Train parent to use online resources
- Facebook and newsletter stories
- Parent as volunteers, instructors, advisors

EDUCATION
& EARLY DEVELOPMENT

Additional features of 21st CCLC programs

Free snack or meal *without* using 21st CCLC funds, such as

- NSLP Afterschool Snack
- CACFP Meal
- Summer Food Service Program

Safe transportation to and from program, such as

- Bus

Regular attendees

- Attends at least 75 hours

Evaluation process

- Data
- External observation
- Performance Indicators
- Ongoing Continuous Quality Improvement

Who can apply?

Any public/private organization can apply
- School districts
- Faith-based organizations
- Community-based organizations
- Tribal organizations
- Combination

Essential to collaborate with students' school
- Five Priority Points
- External Organization Pool

Funding parameters

- Between $50,000-$900,000 per year

- Awarded annually for 5-years, contingent on federal funding

- This competition will likely fund 6 - 9 new grants

- Funds must "supplement not supplant" existing federal, state, local, and non-federal/private funds

- Begins July 1, 2025

When is programming?

Required: After school day during school year
- Typically 2 or 2.5 hours, 4 or 5 days per week
- Must offer at least 220 hours per center during SY

Optional: Summer
- Typically half - full day, 4 or 5 days per week
- Must offer at least 90 hours per center if do summer

Additionally:
- Before school (typically 30 - 60 minutes)
- Saturdays (particularly for parent involvement)
- Evenings (for HS students)
- Winter or spring break (typically full day, 5 days)

Who are the staff?

Administrative:

- Program Director (.25 to 1.0 FTE)

- Site Coordinator (.5 to 1.0 FTE)

- Teacher in Charge (15 hours per week)

Instructional:

- Teachers on extra duty stipend

- Paraprofessionals on hourly wage

- In-kind staff from school or community partners

- Contracted from local non-profits and for-profits

- Volunteers

EDUCATION
& EARLY DEVELOPMENT

Effective management structures

- 1.0 Director, 5 X .75 Site Coordinators, 5 large sites

- 0.5 Director, 4 x 1.0 Site Coordinators, 4 large sites

- 1.0 Director, 4 X 0.5 Site Coordinators, 4 medium sites

- .25 Director, 1 x 1.0 Program Coordinator, 4 Teachers in Charge, 4 small sites

- 1.0 Director/Site Coordinator, 1 medium site

After the award – Grantee requirements

- Do what you promised in your application
- Comply with applicable state and federal statutes and regulations
- Do data collection and federal and state reporting
- Engage in local evaluation process
- Participate in monitoring site visits
- Attend Directors meetings and conferences
- Share best practices
- Plan for Sustainability

Overarching Tips

Tech Tips

- The RFA's Table of Contents is "clickable;" you can also use the "Navigation Pane" (under View tab) to navigate the document by header.

- The "Checklist" is the best one-page instruction that makes it clear what should be included in the entire Application Package.

- Consider using the "Headers" function of MS Word (under Home tab) for your own application—it can help make an automatic Table of Contents and auto-update page numbers to match. You can find instructions and videos online.

- Make your application easy for reviewers to view, understand, and navigate.

- You must submit the entire Application Package as a single PDF file; don't simply scan the entire document if at all possible because it loses its "smart" features and the degraded image reduces its readability.

- Make sure the Budget Narrative cells don't cut off when printed or changed to a PDF

- **Do a test print**. It is sometimes easier to spot issues. Also, reviewers may opt to read electronically or to print and read paper copy.

Writing tips

- For FY21 Applicants, be aware of small changes, particularly in the Narrative Section, where questions may be tweaked, numbering change, order changed, point values changed, etc.

- Follow the Narrative limitations and double check at the end: Size 12 font, 1-inch margins, single-spaced, 12 point spacing after each paragraph except for headings.

- For current or past grantees, don't picture the DEED 21st CCLC Program Manager as the audience. Picture someone with less familiarity with 21st CCLC and with your organization. Do a brief explanation when needed.

- Components might seem duplicative or redundant. Reviewers look for consistency and coherence throughout disparate parts (or at least sense a lack of it)

- Many Application Package components aren't directly "scored;" however, don't leave out—may not review or weaken grant due to lack of supporting, corroborating, confirming documents. Additionally, there is up to 20 points for "Overall Continuity, Vision, and Commitment of Entire Application Package."

Writing tips continued

- Plan and write as a group

- Be aware of other potential applicants in your community

- Be careful about saddling budget with costs that can be shared or provided in-kind

- We will expect your organization and staff to actually do what you wrote in the application. In year one and in year five. Be realistic. Don't set your organization and future staff up for failure.

- If awarded, you application should be the Director's "job description" and part of their employee manual

- Take all of the advice and tips here with a grain of salt. Application scores are a complex result of reviewer understanding, the entirety of your Application Package, and how it compares to other applications submitted.

Final Check

- It is easy to submit inconsistent information—do final review

- The "funding award request per year" is listed several places, including
  - Cover Page Form
  - Program Summary Form, pages 1 and 3
  - Budget
  - Budget Narrative

- The Program Summary Form should align with information in multiple places, including at least all the areas highlighted in yellow

Heads up to past applicants and grantees

- No longer contracting external local evaluator to write local evaluation report; only contract to conduct external observation
- No longer setting and submitting unique Performance Indicators in Application; will do during first year with grantees.
- "Regular Attendees" based on hours not days
- Required minimum hours for School Year and Summer
- Budget is in Excel but during implementation will move to GMS
- In Narrative section, some big changes, but some subtle (like point value, additional text, rearranged prompts, etc.)
- Tribal Consultation has been newly added to competitive process
- Increased focus on cost per "Participant Hour"
- New "Overall" score

EDUCATION
& EARLY DEVELOPMENT

Application Directions

Sections III and IV

Get out RFA document

- Get out RFA document
- As I go through components, type questions in chat box or raise hand

Application Package Components

Application Checklist

- Page 32
- Best brief list of all components of Application Package

Application Checklist
A complete application package must include, *in the order given below*, the following sections (except Appendices E through I, which are optional)

- ☐ Cover Page (one-page form, signed)
- ☐ Table of Contents (one page)
- ☐ Project Abstract (one page)
- ☐ Program Summary (three-page form)
- ☐ Population Served and Eligibility (form)
- ☐ Priority Points Opportunity A: School-Community Partnership (one-page form)
- ☐ Priority Points Opportunity B: Serving Schools in Need of Support (form)
- ☐ Priority Points Opportunity C: Program Support for Alaska's Education Challenge (one page)
- ☐ Schedule of Operations (not to exceed six pages)
- ☐ Application Narrative (not to exceed 12 pages)

Appendix (Appendices A - I **not to exceed 35 pages total;** Appendix J is required but not limited)

- ☐ Appendix A: Budget and Budget Narrative (form)
- ☐ Appendix B: Letter(s) of Support and Commitment from Principal of School(s) Served (signed)
- ☐ Appendix C: Memorandum of Understanding for One Key Partnership (signed)
- ☐ Appendix D: *Organizational Chart (optional)*
- ☐ Appendix E: *In-kind Budget and Budget Narrative (form) (optional)*
- ☐ Appendix F: *Additional Memoranda of Understanding (signed) (optional)*
- ☐ Appendix G: *Timeline for 1st year (optional)*
- ☐ Appendix H: *Position Descriptions for up to three key positions (optional)*
- ☐ Appendix I: *Applicant's Choice (optional)*
- ☐ Appendix J: Required Consultations, Standard Agreements, and Assurances (forms) (signed)
  - ☐ J1: Private School Participation and Consultation Form **and** proof of consultation(s)
  - ☐ J2: Tribal Consultation Form **and** proof of consultation(s)
  - ☐ J3: GEPA 427 Form
  - ☐ J4: Certifications on Debarment Form
  - ☐ J5: Assurances for Alaska 21st CCLC Form

This checklist is for the applicant's own use and should not be submitted with the application.

1. Cover Page

- Form on page 35

- Okay to use electronic signatures

2. Table of Contents

- No form

- One page

- Include page numbers that correspond with pages of application, including appendices

- Detail is helpful for reviewers (and future director)

- Tip: Try MS Word's tools for making Headers and Table of Contents that automatically updates page numbers. Otherwise, add page numbers and Table of Contents last.

An Excellent Education for Every Student Every Day

3. Project Abstract

- No form

- One page narrative

- Shortcut for reviewers to understand the basics of who you are, what you intend to do, and why you are likely to succeed

- Allows you to summarize your project or tell your story in less structured way

- Gives reviewer framework or context for the disparate parts of the application

- Tip: It is the reviewer's first impression—make it good

EDUCATION
& EARLY DEVELOPMENT

4. Program Summary Form

- Form on pages 36, 37, and 38

- Primarily a summary of grant services / facts from rest of application

- Allowable for table(s) on second page to expand to another page

- Information **must match** rest of application package

- Good orientation for future local program director

- Grantees will see form and numbers again during program reporting and monitoring

- Good place to keep an eye on whether cost per student is competitive and reasonable for likely gain

- Tip: Make sure pages 2 and 3 align with Eligibility Form, Priority Points Opportunity B, and Budget

- Tip: Use Comparable Cost Calculator to check the math is correct

- Tip: Revise near **end** of application process. Triple check for error and inconsistencies!

EDUCATION
& EARLY DEVELOPMENT

5. Population Served and Eligibility Form

- Form on page 39

- Example on page 40

- At least 60% of the students served must attend **schools** that are economically disadvantaged (poverty rates of 40% or greater or designated Title I-A Schoolwide)

  - To count as "served" student must attend program on 75 hours or more during the school year (doesn't include summer)

  - School poverty rates are determined by January 2025 DEED Title I-A Eligibility report

  - See 21st CCLC DEED School Data Sheet, which is the only allowable data source

- If you complete chart and are not eligible (not over 60%) don't apply

- Tip: Make sure this is in alignment with page 2 of Program Summary Form and Priority Points Opportunity B

- Tip: Do first

21st CLCC DEED School Data Sheet

An Excellent Education for Every Student Every Day

District Name NR = No Results Available * = Results cannot be published without releasing personally identifiable information ** = different data source used	School Name	Adjusted Enrollment (According to GMS Title I-A January 2025)	Economically Disadvantaged (According to GMS Title I-A January 2025)?	Designated a 2024 CSI or ATSI School in DEED's System for School Success (for implementation in 25-26)?	Less than 31.50% of Students Proficient/Advanced on AK STAR English Language Arts Spring 2024 assessment?	Selected to be served as a Title I-A School (According to GMS Title I-A January 2025) and/or an Alternative School during 24-25 school year?	NOT served by a 21st CCLC grant during any of past 3 years (22-23, 23-24, 24-25)?
Alaska Gateway School District	Alaska REACH Academy	37	Yes	No	No	No	Yes
Alaska Gateway School District	Dot Lake School	11	Yes	No	No	yes - Title I-A SW	No
Alaska Gateway School District	Mentasta Lake School	30	Yes	No	Yes	yes - Title I-A SW	No
Alaska Gateway School District	Eagle Community School	10	Yes	No	No	Yes - Title I-A SW	Yes
Alaska Gateway School District	Tetlin School	34	Yes	Yes - CSI-MRI	Yes	yes - Title I-A SW	No
Alaska Gateway School District	Tok School	186	Yes	No	Yes	yes - Title I-A SW	No
Alaska Gateway School District	Walter Northway School	64	Yes	Yes - CSI Lowest 5%	Yes	yes - Title I-A SW	No
Aleutians East Borough School District	Akutan School	24	Yes	No	Yes	Yes - Title I-A TA	Yes
Aleutians East Borough School District	False Pass School	6	Yes	No	*	No	Yes
Aleutians East Borough School District	King Cove School	75	Yes	No	Yes	Yes - Title I-A TA	Yes
Aleutians East Borough School District	Sand Point School	85	Yes	Yes - ATSI	Yes	Yes - Title I-A TA	Yes
Anchorage School District	Airport Heights Elementary	272	Yes	No	Yes	Yes - Title I-A SW	Yes
Anchorage School District	AKChoice K-12 Learning	277	Yes	Yes - ATSI	No	No	Yes
Anchorage School District	Alaska Middle College School	300	No	No	NR	No	Yes
Anchorage School District	Alaska State School for the Deaf & Hard of He	23	Yes	No	Yes	No	Yes
Anchorage School District	Alpenglow Elementary	345	No	No	No	No	Yes
Anchorage School District	Anchorage STrEaM Academy	176	No	No	No	No	Yes
Anchorage School District	Alaska Native Cultural Charter School	283	Yes	No	Yes	yes - Title I-A SW	No
Anchorage School District	Aquarian Charter School	389	No	No	No	No	Yes
Anchorage School District	Dr. Etheldra Davis Fairview Elementary School	392	Yes	No	Yes	yes - Title I-A SW	No
Anchorage School District	Lake Otis Elementary	329	Yes	No	Yes	yes - Title I-A SW	No
Anchorage School District	Aurora Elementary	477	Yes	No	No	No	Yes
Anchorage School District	Bartlett High School	1326	Yes	No	Yes	Yes - Title I-A SW	Yes

- Found on DEED 21st CCLC Website

- Use to complete Eligibility Form

- Use "filters" to simplify task

- Use School Enrollment information (Column C)

- Use Economically Disadvantaged data (Column D)

- This Data Sheet is the only allowable data source for this form and to determine eligibility

- Contact Jessica.paris@alaska.gov quickly if you believe the data is in error

Eligibility Form Example

A Name of 21st CCLC Center or Program	B School Attended by Population to be Served	C Grade Levels of School	D Grade Levels of Students to be served	E Number of students enrolled in school *according to "21st CCLC DEED School Data Sheet"*	F Number of students enrolled in 21st CCLC program Enrollment is voluntary. Can't be more than 50% of Column E	G Number of students who will attend school year program 75 hours or more = "21st CCLC Regular Attendees." *Must be between 50 - 90% of Column F*	H School is economically disadvantaged *according to "21st CCLC DEED School Data Sheet"*	I % of total "21st CCLC Regular Attendees" who attend an economically disadvantaged school *To determine: Using the two previous columns, total the number of 21st CCLC Regular Attendees who attend schools that meet the criteria for economically disadvantaged, then divide this by the total number of 21st CCLC Regular Attendees.*
Example: Excellence After School	Example: Small Town Lower School	Example: K-8	Example: 1-6	Example: 300	Example: 135	Example: 90	Example: Yes	Example: 110/160 = 69% =Eligible application **(Must be 60% or higher; otherwise, do not apply)**
Example: Life Prep Program	Example: Small Town High School	Example: 9-12	Example: 9-12	Example: 200	Example: 90	Example: 50	Example: No	n/a
Example: Life Prep Program	Example: Small Town Alternative School	Example: 10-12	Example: 10-12	Example: 60	Example: 30	Example: 20	Example: Yes	n/a

Add more rows as needed by tabbing in the last cell

Column F requires you to list how many students will be enrolled in the 21st CCLC program. The RFA forbids applicants from promising to serve more than 50% of the school population.

Column G requires you to list how many students will be regular attendees, which means they will (voluntarily) attend the program 75 hours or more during the school year. The RFA forbids applicants from promising that fewer than 50% and more than 90% of the number of students **enrolled in the 21st CCLC program** will be regular attendees.

Note: During actual implementation, it is fine to exceed the numbers in columns F and G.

Note: Make sure these numbers match the numbers in the Program Summary Form.

Note: In this example, the Life Prep Program is "fed" by two "feeder schools": Small Town HS and Small Town Alternative School

The Excellence Afterschool Program is only fed by one school: Small Town Lower School

34

Eligibility Sheet: Example of Not Eligible

A Name of 21st CCLC Center or Program	B School Attended by Population to be Served	C Grade Levels of School	D Grade Levels of Students to be served	E Number of students enrolled in school *according to "21st CCLC DEED School Data Sheet"*	F Number of students enrolled in 21st CCLC program Enrollment is voluntary. Can't be more than 50% of Column E	G Number of students who will attend school year program 75 hours or more = "21st CCLC Regular Attendees." *Must be between 50 - 90% of Column F*	H School is economically disadvantaged *according to "21st CCLC DEED School Data Sheet"*	I % of total "21st CCLC Regular Attendees" who attend an economically disadvantaged school *To determine: Using the two previous columns, total the number of 21st CCLC Regular Attendees who attend schools that meet the criteria for economically disadvantaged, then divide this by the total number of 21st CCLC Regular Attendees.*
Example: Excellence After School	Example: Small Town Lower School	Example: K-8	Example: 1-6	Example: 300	Example: 135	Example: ~~90~~ **50**	Example: Yes	Example: ~~110/160~~ ~~= 69%~~ **70/120=58%** =**Not** Eligible application **(Must be 60% or higher; otherwise, do not apply)**
Example: Life Prep Program	Example: Small Town High School	Example: 9-12	Example: 9-12	Example: 200	Example: 90	Example: 50	Example: No	n/a
Example: Life Prep Program	Example: Small Town Alternative School	Example: 10-12	Example: 10-12	Example: 60	Example: 30	Example: 20	Example: Yes	n/a

Add more rows as needed by tabbing in the last cell

EDUCATION & EARLY DEVELOPMENT

6. Priority Points A, B, and C

- An application can ask for and be awarded in all three opportunities: A, B, and C

- A and C are worth 5 points each; B is worth up to 20 points

- No application will be awarded more than 30 total priority points

- The application must complete parts A, B, and/or C to receive the priority points

Priority Points A: School-Community Partnership

- Form on page 41

- Partnership between lead applicant and major partner

- 5 points

- If school district is lead applicant, partner with non-school entity (non-profit, tribal, etc.)

- If non-school entity is lead applicant, must partner with school district for these points

- Clarification: Partnership can involve paid services, but not necessary

- Warning: If paying partner, ensure you follow your organization procurement protocols

- Reminder: Can't contract with one entity for more than 10% of total grant award

- Tip: Also describe relationship in MOU in Appendix C

Priority Points B: Serving Schools in Need

- Form on page 42

- Up to 20 points

- Priority points for serving **schools**
  - Designated a 2024 CSI or ATSI school (for implementation in 25-26)
  - Fewer than 31.5% of students were proficient/advanced on PEAKs ELA in Spring 2024
  - Title I-A site (Schoolwide or Targeted Assistance) and/or Alternative School in 24-25 school year
  - **Not** served by 21st CCLC grant in any of past 3 years (22-23, 23-24, 24-25)

- See 21st CCLC DEED School Data Sheet, which is the only allowable data source

Priority Points B: Serving Schools in Need continued

- For each application, the sum of the total number of criteria each school served meets will be divided by the total possible number.

- Criteria marked "N/R" or "*" for a school in the "21st CCLC DEED School Data Sheet" are not counted (not in numerator nor denominator)

- Priority points will be awarded based on the following:
    - .20 to .44 = 8 points
    - .45 to .79 = 14 points
    - .80 to 1.0 = 20 points

- No application will receive more than twenty priority points **total** for meeting these criteria.

- Tip: Use the filters and look for the "yeses"

- Tip: Make sure this form is in alignment with Population Served and Eligibility Form and page 2 of Program Summary Form

21st CCLC DEED School Data Sheet

- Found on DEED 21st CCLC Website

- Use to complete Priority Points Opportunity B

- Use "filters" to simplify task

- This Data Sheet is the only allowable data source for this form and for these priority points

- Contact Jessica.paris@alaska.gov quickly if you believe the data is in error

Priority Points B Form

A Name of 21st CCLC center or program	B School attended by population to be served	C Was this school designated a 2024 CSI or ATSI School (for implementation in 25-26)?	D On the AK STAR Spring 2024 assessment, were less than 31.50% of the school's students Proficient / Advanced in English Language Arts?	E Was this school selected to be served as a Title I-A School or an Alternative School during the 2024-2025 school year?	F Was this school NOT served by a 21st CCLC grant during any of the past 3 years (22-23, 23-24, 24-25)?	G Priority Points: Add up the total number of "yes" answers. Divide by the total number possible (if marked N/R or * don't include in denominator). Use the resulting number and the following scale to determine total priority points for the applicant: .20 to .44 = 8 points .45 to .79 = 14 points .80 to 1.0 = 20 points *No more than 10 points total will be awarded for Priority B*
Example: Excellence After School	Example: Small Town Lower School	Example: No	Example: Yes	Example: Yes	Example: No	Example: Total Yeses =7 Possible Yeses = 11 7/11 = .64 .64 = 14 priority points
Example: Life Prep Program	Example: Small Town High School	Example: No	Example: Yes	Example: No	Example: Yes	n/a
Example: Life Prep Program	Example: Small Town Alternative School	Example: Yes	Example: N/A	Example: Yes	Example: Yes	n/a

Add more rows as needed by tabbing in the last cell

41

Priority Points C: Programmatic Support for Alaska's Education Challenge

- No form

- One page narrative to describe plan to intentionally support one of the five goals of Alaska's Education Challenge by meeting both of the following criteria:

    - 1) offering meaningful inclusion of any **one** of the activities listed, and

    - 2) assuring the activity is not currently accessible to the students and families who would be served by this application, or that this application would expand access to such high-quality services available within the community.

- Five points

- Be sure to explain the activity is not currently accessible to those who would be served.

- Tip: Review the *Meeting Alaska's Education Challenge Together* document.

- Tip: Find ways in which your program can naturally align with and support

- Tip: Focus on only **one** goal and activity in this narrative

- Tip: The entire program does not need to focus exclusively on the selected goal and activity

- Tip: Include other suggested activities in other section of application

Priority Points C: Programmatic Support for Alaska's Education Challenge continued

The five goals from the DEED Strategic Plan:

- **Goal 1:** Support ALL students to read at grade level by the end of third grade.

- **Goal 2:** Increase career, technical, and culturally relevant education to meet student and workforce needs.

- **Goal 3:** Close the achievement gap by ensuring equitable educational rigor and resources.

- **Goal 4:** Prepare, attract, and retain effective education professionals.

- **Goal 5:** Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

Be aware of priority points, but…

- Only 30 points out of 290 possible
- Also consider:
  - Who needs the program
  - Who wants the program
  - Who has the staffing, resources, ability to deliver program
- You may be able to write an overall stronger grant application with the right school and focus instead of the one scoring the most priority points

7. Schedule of Operations

- No form

- No more than six pages

- Paint a clear picture
    - What program and activities offered
    - How often
    - What time of day
    - By whom
    - What days of the week
    - What dates begin and end

- Shows vision, planning, organization

- Tip: Don't overwhelm reviewer

8. Application Narrative

- No Form
- Write Narrative in response to Questions/Prompts on pages 44 - 48
- Limit of 12 single-spaced pages
- 1-inch margins, size 12 font
- After each paragraph, blank line with 12-point spacing
- Exception applies to line directly following subsections and question/prompt headings, which don't require the 12-point spacing
- All text should be black.
- Any tables and charts must conform to the type size guidelines.
- Use alphanumeric code and prompt/question to label each subsection; okay to shorten prompt to one line

- Choose an easy-to-read font; don't use excessive italics
- 35 questions divided among 9 sections

- Tip: Triple check you have followed these protocols
- Tip: Manually count the 12 pages
- Tip: Maybe you can repurpose the RFA document

Example of compliant formatting

Application Narrative Points

- Most questions are worth 5 points

- Several questions are worth 10 points

- One question is worth 15 points

- There is an error: Heading incorrectly says Section G Evaluation is worth 30 points total. It's worth 25 points total. The points listed in section V are correct.

- Tip: Find point values for questions in Section V on the Score Sheet

- Tip: Allot more space and effort to prompts/questions with higher point values

G6. How will time and resources be managed thr
activities that have a clear structure and purpose a
collaborative reflection in order to increase progr
quality out-of-school time programming?

H. Evaluation (~~30~~ 25 Pts)
*Prior to answering the prompts below, please rev
evaluation activities that is found in Section II, in
under the Grantee Reporting and Required Activ
21st CCLC FY26 State Goals document found on
Competitive Grants Opportunities tab.*

Application Narrative Tips

- A and B: If in small community, don't select too narrow a target population (instead, most or all of your student body may have demonstrable need)

- A and B: If in large community, narrow down who you will serve, but again, not too small a target

- A3 and A4: (working with school and community) are excellent opportunities to have challenging conversations now rather than later. Get commitments and work out differences now. Get it on paper!

- C 3: Use [DEED Nutrition website](#) (and staff) to learn about federal nutrition programs that provide snacks and meals to economically disadvantaged students.

- D: Continuously ask yourself: Is this likely to lead to increased student academic achievement?

- E: Consult AASB's Alaska-centered [Stronger Together](#) resource

Application Narrative Tips continued

- F: Use partnerships as a way to support and sustain other organizations in your community instead of competing and harming one another. Work out MOUs and attach in optional Appendix H.

- G: Don't shortchange your program of key administrative staff; this is key to good programming. Try to have at least one administrative role that is 1.0 FTE 21st CCLC, who will be the dedicated "leader" of the program.

- H: Look at resources on the "Resources" tab of the DEED 21st CCLC webpage

- I: Brag about any of your organization's demonstrable accomplishments

- Throughout: Reference your "unscored" application package elements when relevant and to show consistency and support

An Excellent Education for Every Student Every Day

EDUCATION
& EARLY DEVELOPMENT

Appendices

- Appendices A, B, C, are required
- Appendices D, E, F, G, H, I are optional
- Appendices A – I cannot exceed 35 pages.
- Appendix J is required and not included in the 35-page limit
- Clearly label all with Appendix Letter given by DEED, even if you skip some Appendices/Letters
- Don't include additional documents

- Tip: With exception of Budget Narrative, keep the appendices short (1-2 pages)

Appendix A: Budget and Budget Narrative

- Link to Excel forms found on page 49

- For year one only

- 15 points

- Columns of Budget Narrative should all fit on one page, but the rows should continue over many pages

- Do a test print; cells can look fine on computer screen and then "cut off" when printed or turned to PDF

- Check to make sure numbers add correctly down and across

- Allowable to briefly reference relevant in-kind, but detailed explanations and estimated dollar amounts should only go in the Optional Appendix E

- Should match the program the application described

- Provide very detailed budget narrative

- Be good steward; expenses should be reasonable and necessary; control cost per "participant hour"

Budget and Budget Narrative Continued

- **Consult the "Use of Funds" subsection** of Section II for detailed information on spending, including required and prohibited expenses.

- Should Include
  - A lot of personnel costs
  - Staff travel to required meetings and conferences
  - Funding for evaluator that is external to the program to complete local evaluation observation (No more than 2%)
  - Student transportation from program

- Consider Including:
  - Software tool/subscription for data collection and program management
  - Staff time for gathering student data (enrollment information, attendance, teacher and student surveys)
  - Professional development and planning hours and resources

Appendix B: Letter from Principal(s)

- No Form, suggested topics on page 27

- Attach one letter per school to be served

- Signed (electronic signatures are fine)

- 10 points total

- Tip: This will hopefully align with section A of the Application Narrative

- Tip: Meet with the principal(s) and school(s) early in the process

- Tip: If a school is not interested or does not demonstrate support for being served by this grant, do not pursue funding to do so

Appendix C: MOU for key partnership

- No Form

- Articulate commitments and expectations

- Signed (electronic signatures are fine)

- Non-binding

- If you attach additional MOUs, they belong in Appendix F

- Tip: This should address and clarify the partnership in Priority Points Opportunity A

Appendices D, E, F, G, H, I

These appendices are optional

- D: Organizational Chart

- E: In-kind Budget and Budget Narrative

- F: Additional MOUs

- G: Timeline for first year

- H: Position Descriptions for up to 3 key positions

- I: Applicant's Choice

- Tip: The final Application Package score is worth 20 points for "Overall Continuity, Vision, and Commitment of Entire Application Package."

Appendix J

- 5 forms
- Must be signed (electronic signatures are fine)
- The Private School Participation Form **must also have proof of consultation(s) (or attempt at consultation) attached**
- The Tribal Consultation Form **must also have proof of consultation(s) (or attempt at consultation) attached**

- See guidelines and template on DEED 21st CCLC website
- Recognize guidance is somewhat different from that districts may follow for other ESEA funds and Title VI funds

- Tip: Do private school and tribal consultation *early* in the process
- Tip: Use outreach attempts that naturally create documentation when contacting private schools and tribes (e.g. email, meeting invite, letter)

Consultation with private schools

- The form provided in RFA is required

- Many of you have no applicable private schools located within the attendance zone of schools you are proposing to serve

- For the proof of consultation there are different templates provided that you can opt to use

- If you are a district, you can opt to do as part of regular annual ESEA private school consultation process

- DEED has a Private School Ombudsman who can help you determine if there are private schools in your area.

- The correspondence programs operated by Alaska districts are not private schools.

- Someone homeschooling their own children is not a private school

- If a school is not responsive or will not sign your affirmation, attach evidence of your multiple attempts.

Consultation with federally recognized tribes

- The form provided in RFA is required

- Almost everyone will have applicable tribes located within the attendance zone of schools you are proposing to serve; there are about 228 federally-recognized tribes in Alaska.

- For the proof of consultation there are different templates provided that you can opt to use

- If you are a district, you can opt to do as part of the regular annual ESEA tribal consultation process

- Contact me if you need help determining which tribes are located in your area.

- The regional and local tribal for-profits corporations and the regional non-profit tribal organizations established via ANCSA are not what is meant by federally-recognized tribe.

- For Southeast districts/organizations note that Tlingit and Haida (CCTHIA) is a federally recognized tribe for almost all SE communities in addition to the local tribe.

- Your affirmation must be signed by the tribal authority or someone appointed by the tribe for this purpose

- If a tribe is not responsive or will not sign your affirmation, attach evidence of your multiple attempts.

- Use Map to determine which tribes; use BIA list for contact info

An Excellent Education for Every Student Every Day

Score Sheet

- Found on pages 58 - 66

- There are several elements of the application package that have no specific points attached (e.g. Project Abstract, Program Summary Form, Schedule of Operations, MOUs) but can help to support, provide context, and demonstrate coherence for answers in the Application Narrative

- Furthermore, there are 20 points for meeting this criteria:

    Considering the complete application package, including appendices C through I— the entirety of the application package displays overarching coherence and continuity, communicates the applicant's vision with clarity, and demonstrates their commitment to providing quality programming.

- Tip: Give reviewers reminders in narrative about other portions of your application package

Next Steps

Next steps from here

- If you didn't attend yesterday's webinar, consider listening to the recording when it becomes available on the DEED 21st CCLC Website

- Research

- Community meetings
  - Schools,
  - Private Schools,
  - Tribes,
  - Partners

- Local grant preparation and planning

- Intent to Apply is due March 21, 2025

- Application is due April 16, 2025

EDUCATION
& EARLY DEVELOPMENT

Questions?

63

Questions

- Can we apply only to do summer programming?

- Must we include summer programming?

- Do we have to supply an afterschool snack or a meal?

- Can we use grant funds for the snack or meal?

- Instead of a "center," can we simply meet in a school?

- Can we use funds for bus routes home?

- Do student participants have to pay to attend?

- If this isn't the right funding source for what we want to do, what is?

Answers

- Can we apply only to do summer programming? No

- Must we include summer programming? No

- Do we have to supply an afterschool snack or a meal? Yes

- Can we use grant funds for the snack or meal? No

- Instead of a "center," can we simply meet in a school? Yes

- Can we use funds for bus routes home? Yes

- Do student participants have to pay to attend? No

- If this isn't the right funding source for what we want to do, what is? Try I-A, IV-A, REAP RLIS or SRSA, CTE, SIF, ANE, AAN mini grants, DOH PYDAP

Contact information

Jessica Paris, 21st CCLC Program Manager

jessica.paris@alaska.gov

(907) 465-8716

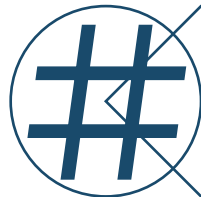Website: www.education.alaska.gov/21cclc/

Stay connected

Website

• education.alaska.gov

Phone

• Main Line: (907) 465-2800
• Teacher Certification: (907) 465-2831

Social Media

• @AlaskaDEED

Additional Information

Tips for New Applicants

Tips for implementation and application

- Don't understaff the key management positions: Site Coordinator and Director.

- Don't try to serve too many centers; it's fine to start with one.

- Consider focusing on a specific grade level: Instead of serving four schools grades K-12, try just serving K-5 at the four schools.

- Don't design programming that is overly narrow; it reduces adaptability. Maybe it is most appropriate for your organization to be a specialized **partner** who provides quality programming as just one part of a 21st CCLC program.

- Take the needs assessment section seriously. Don't write a grant that will compete instead of cooperating with the community's current resources. Don't submit application if school or community does not support the program.

- Don't overestimate the number of "21st CCLC regular attendees" who will voluntarily attend 75 hours or more; funding will be reduced; for typical K-12 school the average attendance is 35% of elementary students and 10% or less of secondary (could consider not serving).

EDUCATION
& EARLY DEVELOPMENT

Tips for implementation and application continued

- Consider contracting a grant writer; your organization will still have much work to do to submit a grant application that is compelling and able to be implemented; can't pay with grant funds.

- Don't reduce existing programming and don't try to supplant how the existing programming is funded; your community will tattle on you.

- Keep track of how much it will cost per "student hour" (hours of programming x regular attendee); too high a cost per student hour won't be competitive; don't "pad;" don't make it too expensive for the probable gain (form on page 38).

- Remember that federal funds have many restrictions (incentives, snacks, celebratory food, entertainment are unallowable costs); additionally, costs must be "reasonable and necessary;" instead, can organization provide and list as in-kind support?

- Don't focus on reviving a derelict building; must meet ADA compliance and safety regulations; try to use school.

- Don't over rely on volunteers; it's unrealistic. However, AmeriCorps volunteers are a good option

What it's NOT

- Study hall—No: Planned lessons, small student-teacher ratio

- Drop-in tutoring—No: Regular attendance of target population

- Mandatory intervention—No: Voluntary

- A way to buy expensive equipment—No: Unless supported by quality staffing

- A way to fund school's favorite clubs—No: Supplanting

- A way to build/fund a rec center—No: Construction not allowed

- A way to fund out-of-town student trips—No: Educational field trips that are aligned with programming and within community only

- Tuition/scholarships to send students to other camps, schools, or programs—No: This is the learning center

EDUCATION
& EARLY DEVELOPMENT

Supplement not supplant

Supplement = Allowed	Supplant = Not Allowed
• Create brand new program • Add/replicate successful program at a new additional site • Double the number of students previously served; double the number of days of operation. 21st CCLC pays only for the new students/services. • Use 21st CCLC funds to operate a program previously funded by COVID money that died September 2024. • Use 21st CCLC funds to operate a program previously funded by a 21st CCLC grant that ends June 30, 2025. • Significantly add on to a current program and fund pre-existing part with non-21st CCLC funds	• Offer the same programming you offered in the prior year but swap how it is paid for • Incorporate traditionally offered activities into a 21st CCLC program and pay for the activities using 21st CCLC funds • Use 21st CCLC funds to operate a program previously funded by the district's BSA, Title I-A, Title IV-A, CTE, etc. • Use 21st CCLC funds to operate a program previously funded by fundraising activities. • Use 21st CCLC funds to pay for an activity required by federal, state or local law

EDUCATION
& EARLY DEVELOPMENT

Applicant Resources

74

DEED 21ˢᵗ CCLC website

[DEED 21ˢᵗ CCLC Website](#)

Online and print resources

- 21st CCLC NTAC

- Alaska Afterschool Network

- Afterschool Alliance

- Foundations, Inc

- What Works Clearinghouse

- Weikart Center for Youth Program Quality

Final warnings for applicants

- Understand that your application is a commitment, like a contract, and if you say you are going to do it (and you are funded) - we will expect you to do it.
- Ensure the proposal follows guidelines/deadlines (timelines for submission, fonts, charts, orientation etc.)
- Determine if the proposal is more appropriately funded through other sources
- Be aware of other program or application efforts in your community
- Ensure the proposal is not too expensive for the probable gain
- Most grant dollars should be focused on services to the intended population
- Only ask for what you need
- Do not "pad" budget
- Budget should match your programming
- Demonstrate capacity to provide proposed services
- Details, details, details
- Include realistic plans for hiring expertise, if necessary
- Applicants should anticipate for unforeseen changes; such as difficulties in hiring personnel, and plan accordingly