Communities
In Schools ®

Federal Grants Book

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Introduction

The COVID-19 pandemic forced many state and local governments to make difficult funding decisions across their budgets.[1] In 2020, experts projected that state and local revenues would decline by hundreds of billions of dollars through 2022, shrinking state budgets considerably.[2] More recent analyses suggest that the damage to state budgets has not been as severe as originally feared. Nonetheless, budget cuts are likely. Moreover, there remains considerable uncertainty about the financial future of state and local revenues and expenditures.[3]

The COVID-19 pandemic created significant challenges for schools and communities, as well as the nonprofits that serve them. The public health emergency kept students out of schools and often increased their need for critical supports. And yet, due to the economic consequences of the pandemic, districts and nonprofits often had fewer resources and a diminished capacity to meet students' growing needs.

Although the Coronavirus Aid, Relief, and Economic Security (CARES) Act[4] and the American Rescue Plan[5] (ARP) provided much needed emergency aid, the funds are not permanent. The national Communities In Schools (CIS) office created webinars and toolkits to help CIS affiliates navigate the laws and identify potential funding sources from both the CARES Act[6] and ARP.[7]

As the country recovers from the pandemic and its consequences, the CIS network will continue to face considerable competition accessing public dollars to support their critical work on behalf of students, families, and communities. In this environment, federal funding is vitally important to sustaining and expanding the capacity and reach of the CIS network.

Each year, the federal government distributes billions to states, school districts, and local entities through formula grants and competitive opportunities. In many cases, districts and schools may use federal funds to support CIS's Integrated Student Supports model or fund CIS affiliates to provide other programming before, during, or after school. There are additional federal programs and grants open to the CIS network that fund workforce development, community revitalization, and support youth involved with the criminal justice system.

Federal grants are often complex, and it can be difficult to determine which are available to nonprofit organizations. These grants also come with different requirements, rules, conditions, and application processes that can make it challenging for nonprofit organizations to access them. Accessing federal funding through state and local departments and agencies can be a daunting process.

To help CIS affiliates navigate the federal funding landscape, the CIS national office developed this Federal Grants Book to help identify and access federal resources. The Book includes descriptions of dozens of federal programs and grants, as well as how CIS affiliates can apply for those funds and the services and activities the funding can be used to support. In many instances, the Book offers suggestions on how CIS affiliates can prepare to apply for particular programs. Additionally, the Grant Book includes general information on federal funding, and fiscal requirements for the Every Student Succeeds Act (ESSA). Finally, the Grant Book includes a directory of affiliates with experience and expertise on particular federal programs, as well as examples from the CIS network of grant applications, memoranda of understanding (MOUs), and other documents that may help support affiliates as they seek to access federal funding.

CIS provides critical services to students, their families, and their communities. Federal funding can help to sustain and grow our model throughout the country. It is our hope that this Grant Book will help you access federal resources and continue to help students receive the benefits of a high-quality education.

How to Use this Grant Book

This Grant Book is structured to provide in-depth information about federal funding grants and programs tailored to CIS's services and needs. Large programs, such as the ESSA, include many different opportunities for CIS affiliates to access federal funds. In such cases, the Grant Book includes an overview discussion of the entire program, as well as individual breakdowns of the subprograms that are relevant to CIS. There is a graphic at the start of each large section that provides the most critical information about the programs and what interested CIS affiliates should consider when deciding to apply for them.

Individual programs or grants are broken into three or four sections. Each begins with how CIS affiliates can access the funds, whether they can apply directly to the program, apply to a state or local entity, or apply as part of a partnership. Then, the Grant Book describes the services and activities the program funds may be used for. Federal funding opportunities that are a part of larger program such as ESSA and funneled through school districts also include a section on how LEAs qualify and access those funds. Each grant opportunities concludes with a detailed overview of the program.

Whenever possible, the Grant Book includes references to the most recent grant competition to provide interested affiliates with insights into the structure of the application, what it entails, its requirements, as well as any competitive priorities for that year. In some cases, the Grant Book links to recent grantees and their projects that may serve as examples for CIS affiliates interested in applying to the program. Finally, on a number of grants and programs, we make suggestions on how interested affiliates can prepare to make a strong application, such as devising strategies to identify potential participants and building relationships with various local and state agencies or institutions of higher education.

To help support and prepare CIS affiliates to apply for federal funding, the Grant Book includes submissions from the CIS network, several exemplar applications, and other relevant documents that affiliates may learn from, adapt, and apply to their particular circumstances and needs. Additionally, the Grant Book includes a directory of experienced CIS affiliates with expertise on a wide range of grants and programs that other CIS affiliates may contact for guidance.

It is important to keep in mind that federal programs and grants are subject to the federal budget appropriations process. This can impact timing and the amount of funding available each year. In some cases programs are eliminated altogether. Although this Grant Book is intended to be a living document and will be updated regularly, CIS affiliates can stay up to date with the latest funding announcements through Grants.Gov and the Federal Register. Individual federal departments, such as the Department of Education, Department of Health and Human Services, and the Department of Labor regularly publish Funding Forecasts that preview upcoming competitions and funding opportunities.

Federal Grants 101

Applying for and ultimately being awarded a federal grant can be a complicated process that includes a number of critical steps. Failing to take these steps can result in the rejection of a proposal. Most grants provide only a short period between a grant announcement to when applicants must notice their intent to apply and ultimately submit their application. To be positioned to respond quickly to a new opportunity, interested applications should take the following steps:

1. **Obtain a Data Universal Number System (DUNS) number**. A DUNS number is a unique nine-character number used to identify organizations used to track how federal funding is distributed.[8] Registration is free.
2. **Register with the System for Award Management (SAM)**. The SAM system is an online, government-wide system that collects and validates information about the organizations the federal government partners with.
3. **Register with Grants.gov.** Through this registration, applicants can sign up for Grants.gov email alerts and a newsletter that includes training and other resources. [9]

These three steps are required to apply for any federal grant. The specific application elements and timelines will vary by program. Applications are submitted through Workspace, which allows grant applicants to access and edit an application simultaneously.[10] Finally, many grants that CIS affiliates are eligible for are administered by the Department of Education, which typically uses the Discretionary Education Program Common Instructions.[11]

When you win a federal grant, it is important to keep in mind that the funding is usually provided in a reimbursement model. In other words, grantees need to have sufficient capital on hand to provide services and administer programs before they are reimbursed for eligible costs, often on a slight time delay. As a part of that process, grantees need to keep excellent timesheet and expense records.

Every Student Succeeds Act (ESSA)

Overview

The federal government invests approximately $40 billion[12] in K-12 education annually to supplement state and school district education activities and programs. These funds are distributed directly to states and school districts principally through formula-based grants. The ESSA,[13] the nation's primary K-12 education law, governs how those funds are allocated and how they can be used.

ESSA supports a wide range of critical initiatives including providing supplemental financial resources to support the education of low-income students; raising achievement and graduation rates at underperforming schools; supporting English-language learners; educator recruitment, retention, and professional development; expanded learning opportunities; improving school climate; and increasing parent and community involvement in students' education.

For the most part, federal funds under ESSA are disbursed to State Education Agencies (SEAs), based on their relative share of the appropriation under each Title. SEAs are generally permitted to reserve a small percentage of each allocation for administrative services and to implement state-level activities. The vast majority of funds – typically more than 90 percent – must be distributed to local education agencies (LEAs), based on their share of the appropriation under each Title. Then, each LEA distributes funds to the schools under its service area. LEAs allocate funds first to the schools with the greatest need, such as those serving the highest concentration of students living in poverty, or students learning English. Under this need-based approach, it is possible that some schools in an LEA may not receive a federal funding allotment.

Although there are some exceptions, third-party organizations such as CIS cannot apply or access these funds. ***Simply put, nonprofits and other service providers typically do not directly receive federal funding through ESSA. However, districts and schools can – under specific conditions and if the necessary requirements are met – use funding they receive under ESSA to collaborate with third-party organizations such as CIS and its affiliates to provide services and administer programs.***

Given the wide range of services they provide, CIS affiliates are well-positioned to collaborate with districts and schools under many ESSA Titles and subparts. Each program is designed to serve explicit purposes, have specific requirements, and funding from them may be used for a set range of services.

To be eligible for funding under ESSA, or federal funding more generally, organizations must be able to demonstrate that their services are evidence-based. There are four federal tiers of evaluation: *Strong evidence*, *moderate evidence*, *promising evidence*, and *demonstrates a rationale*. In most cases, organizations are eligible to receive funding under ESSA if they can meet any of the four tiers. There are a few programs that exclude programs and services that meet only the lowest evidence tier from consideration. A more detailed discussion of federal standards of evidence is in Appendix A.

In this section we will describe in detail ESSA's programs relevant to CIS affiliates, including how to access resources under those programs, and all requirements and conditions third-party organizations must meet to collaborate with states, districts, and schools. Finally, we will include short discussions of how CIS affiliates accessed and made use of federal resources under each program.

Title I, Part A: Improving Basic Programs Operated by State and Local Education Agencies

Relevance for CIS:

These funds are relatively flexible and can be used for many CIS services. Moreover, the compliance and other requirements are principally handled by school districts rather than the affiliate.

Details:

Funded annually based on U.S. Congressional appropriations. About $17 billion in FY2021. State share is derived by formula and is based on Census poverty counts and concentration.

Funding is tied to statewide accountability systems, as well as LEA- and school-level needs assessments.

Underperforming schools can be identified for:

• Comprehensive Support and Intervention – Overall lowest performing schools.

• Targeted Support and Intervention – Schools with a "consistently underperforming" student subgroup.

CIS affiliates access these funds through LEAs and schools. They cannot apply directly for them.

Key Components:

Title I, Part A distributes federal dollars to support low-income students. There are four subprograms under which school districts could partner with CIS affiliates to deliver services. Each program has specific requirements and targets students and schools that meet certain conditions.

• School Improvement Funds – These funds are required to be set aside by the state to fund LEAs to implement school improvement activities in school identified by the state's accountability system.

• Direct Student Services – These funds are optionally allocated by the state to fund direct academic programs in LEAs serving high concentrations of identified schools.

• Schoolwide Programs – These programs must provide supports, interventions, and programs in schools serving at least 40 percent Title I eligible children. All enrolled students are eligible to participate.

• Targeted Assistance Programs – These programs must provide supports, interventions, and programs in schools serving less than 40 percent Title I eligible children. Services are only available to Title I eligible children.

Allowable Services:

These are the kinds of programs, supports, and interventions that Title I, Part A resources may be used to fund:

Raising academic achievement, credit recovery, personalized learning, dual enrollment, improving student behavior, parent/community engagement, counseling, college-and career-readiness, and expanded learning time.

See below for a complete discussion of allowable uses for each subprogram.

Considerations: Strong relationships with schools and districts are critical to accessing Title I, Part A funds. What CIS affiliates may do and for which students will depend on the subprogram. Maintaining clear records, particularly timesheets, is important to successfully administering services under Title I, Part A.

Program Overview

The goal of ESSA Title I, Part A is to improve the caliber of education services provided to low-income and other disadvantaged students by providing supplemental resources. Title I, Part A distributes approximately $17 billion in federal funds to schools serving these student populations, with greater amounts of funding going to those schools serving the highest concentrations of students from low-income families.

In exchange for these resources, states are required to establish state standards aligned with college-and career-readiness. Critically, as a condition of receiving Title I, Part A funds, states, districts, and schools are held accountable for raising the achievement of their lowest performing students and schools.

Although ESSA sets out a general framework, states, districts, and schools are afforded considerable flexibility to determine how best to improve achievement generally and to close achievement gaps. This includes collaborating with outside organizations to provide interventions and services.

While CIS affiliate organizations cannot access Title I funds directly, states, districts, and schools can use those funds to purchase their services. For example, a district or school may partner with a CIS affiliate to decrease chronic absenteeism, increase community engagement, and to help raise student achievement. For such a partnership to be possible, the CIS affiliate's work must align with the school and district needs assessment and be recognized by the state as a high-quality, evidence-based intervention or service. See the *Standards for Evidence* section of this book for a complete discussion of federal standards of evidence, and Appendix B for CIS-developed and other resources demonstrating the program's evidence base.

There are four programs under Title I, Part A that present opportunities for CIS affiliates to partner with states, districts, and schools. Each program has specific characteristics and eligibility requirements that will inform how CIS affiliates can partner with participating schools and districts.

Current Affiliates Supported by Title I, Part A

It is common for schools to make use of a portion of their Title I, Part A funds to support CIS affiliates. Most schools receive some amount of Title I, Part A funds, which are flexible, consistent, and the allowable uses align clearly with CIS's model of Integrated Student Supports. In the schools identified by their state's accountability system, CIS services generally fit within the parameters of their improvement plans. In Kalamazoo, Michigan, the LEA contributes 50 percent of the cost of site coordinators and other services. Other affiliates have different cost arrangements with their schools and districts.

The funding does not have to come through a school's budget. CIS of Tennessee contracts directly with Metro Nashville Public Schools to administer services across the city. CIS of Tennessee also works with rural counties across the state. Some of the Title I funding that supports those efforts comes from state policymakers and the funding ESSA requires to be set aside for school improvement. In Tennessee, the focus is on supporting rural communities. As such, CIS of Tennessee accesses Title I dollars through state-level sources as well.

Typically, CIS affiliates report that accessing Title I funds to pay for their services is based on strong relationships with school districts, schools, superintendents, and principals. The state CIS office in Washington supports local affiliates to generate and diversify revenue by providing resources that describe clearly how districts and schools may use Title I funds to pay for CIS services. They also produce documents demonstrating the program's evidence-base and history of efficacy. These resources help LEAs and schools feel comfortable allocating some of their Title I funds for CIS's services.
As a part of their pitch to districts and schools, one affiliate describes CIS as a multiplier that allows districts to maximize their Title I dollar and provide services to students at a larger scale. By partnering with CIS, the district or school can contribute to the costs of a site coordinator and reach far more students than they could by filling a single traditional position.

CIS affiliates argue that expanding to new schools, districts, or into new programs is also relationship-driven. Typically, other school or district leaders hear about the affiliate program and its positive impact on students and communities and reach out to the affiliate to discuss a new partnership. In other situations, affiliates will identify areas that would benefit from their services and reach out to local leaders with a strong pitch grounded in the evidence of efficacy elsewhere in the state. In some cases, affiliates will identify and correspond with intermediaries that could make the introduction. Given the critical importance of relationships, affiliates recommend building connections with state and local policymakers, as well as community leaders in education as well as other areas, such as workforce development, juvenile justice, health and human services, and others.

CIS affiliates supported by Title I, Part A funds report consistently that these federal funds are an excellent and essential component of diversified financial support. They further argue that getting this funding helps to establish their program, elevate their program within the community, and expand into new buildings and program areas.

School Improvement Funds

Accessing Funds

Districts that receive School Improvement Funds may use them to contract with CIS affiliates to deliver a range of student support services aligned with schools' Comprehensive or Targeted Improvement Plans. CIS affiliates are best-positioned to access these funds if they have a preexisting, strong relationship and record of success with the school district. CIS affiliates already serving schools identified by the state's accountability system may be able to access some of these funds to expand their offerings, deepen their current services, or grow to support more students. Using School Improvement Funds to support CIS services requires that those services align with the strategies and goals described in the school's improvement plan.

The affiliate's experience in the school, awareness of student and community needs, and familiarity with the school's planned improvement activities increases the likelihood the school would use these funds to engage CIS to support their improvement activities. Additionally, affiliates may want to partner with the LEA to write their application to the SEA for their School Improvement Funds. ***Engaging with LEAs and schools about using School Improvement Funds to support CIS's services may be instigated by the district, the school, or the affiliate.***

Affiliates that do not work with schools implementing either Comprehensive or Targeted Supports and Interventions, should identify and form relationships with those LEAs that include a high number of schools identified by the state's accountability system. States are required to prioritize these districts for School Improvement Funding. Each year, SEAs must identify and publicly report the schools identified for each designation. In Illinois, for example, the State Board of Education publishes a list of schools designated for Comprehensive or Targeted support, as well as every school's overall summative and per-indicator evaluations on its website.[14] Each state will have a similar process.

Finally, to be able to access these funds, CIS affiliates will need to be able to demonstrate that their model and the services they provide meet federal evidence standards. According to ESSA, the organization must show it has "expertise in using evidence-based strategies to improve student achievement, instruction, and schools."[15] For School Improvement Funds, CIS affiliates will need to demonstrate *strong*, *moderate*, or *promising* evidence as defined by federal guidelines. Those programs that meet on the *demonstrates a rationale* tier of evidence are not eligible for School Improvement Funds.[16] Appendix B includes evidence base for CIS that meets the requirements to access these funds.

Allowable Uses

School Improvement resources may be used to support a wide variety of activities. Indeed, ESSA does not specify how districts and schools should use these funds. Rather, the law requires that all schools identified for Comprehensive or Targeted Support and Improvement must develop improvement plans in consultation with educators, school leaders, and parents. The plan must be informed by all of the indicators included in the state's accountability system. Although indicators vary somewhat state-to-state, common metrics in addition to achievement and graduation rates include: chronic absenteeism, participation in college-ready coursework, and school discipline rates.

Program Overview

ESSA requires state education agencies (SEAs), to set aside seven percent of their total Title I, Part A allocation to support the schools identified for Comprehensive and Targeted Support. SEAs are permitted to retain five percent of that amount for program administration and other related activities. The remaining 95 percent of funds must be distributed to qualifying districts. SEA may disperse these funds through a formula, competition, or a combination of the two approaches. Awarded grants may be for a period of up to four years, including a planning year.

The accountability structure in ESSA requires every state to identify – according to their statewide accountability system – the lowest performing schools and the schools with the largest achievement gaps. The overall lowest performing schools are identified every three years and designated as a Comprehensive Support School. The schools with the largest achievement gaps are also identified every three years and designed as a Targeted Support School. The state allows these schools up to four years to make sufficient progress, after which states are required to implement more intensive interventions.

LEA Qualification

To qualify for these funds, school districts or LEAs must include schools identified as either Comprehensive or Targeted support. To receive School Improvement Funds, eligible LEAs must apply to the SEA. The application process and requirements will vary somewhat state-to-state. At a minimum, however, the LEA must describe how it will:

- Develop comprehensive improvement plans for schools receiving these funds;
- As applicable, support schools developing and implementing targeted support and improvement plans;
- Monitor schools receiving School Improvement Funds; and,
- Use a "rigorous review process" when engaging with third-party, external partners.

Many states have developed guides and resources for LEAs on evidence-based practices and interventions. For example, the Georgia Department of Education published guidance to help LEAs select appropriate evidence-based interventions. The guidance includes needs assessments, selecting interventions, effective implementation, and progress monitoring.[17]

Direct Student Services

Accessing Funds

Not every state administers a Title I, Part A Direct Services program. However, in states that choose to set aside resources for this purpose, the funds may be used to support CIS services. Eligible districts – those serving high concentrations of schools identified for Comprehensive or Targeted Support and Improvement – may contract with third-party organizations like CIS to deliver services. In those states that set-aside part of their total allocation of Title I, Part A funds for this purpose, affiliates are best-positioned to access these resources if they are already working in schools identified by the state's accountability system. In conversations with their principals and district superintendents, affiliates may want to raise the possibility of these funds being used to support their activities.

Affiliates may want to prioritize those districts with high concentration of schools identified by the state's accountability system, so they may activate the additional resources and provide student supports where they are needed. States are required to prioritize these districts for School Improvement Funding. Each year, SEAs must identify and publicly report the schools identified for each designation.

Finally, to be able to access these funds, CIS affiliates will need to be able to demonstrate that their model and the services they provide meet federal evidence standards.

Allowable Uses

While ESSA does not precisely prescribe the services school districts may use these funds to provide, there are parameters. Districts that receive direct student services funding must use at least 97 percent of the funding to administer one or more of the following direct services:

- Enrollment in academic courses not otherwise available at the student's school, such as advanced placement courses or career and technical education classes;
- Credit recovery and academic acceleration that lead to a regular high school diploma;
- Courses accepted for college credit; and,
- Elements of a personalized learning approach.

Program Overview

Under ESSA states are permitted, but not required, to set aside up to an additional three percent of their total Title I allocation to fund school districts for direct student services. Those states that elect to participate may reserve up to one percent of the funding set aside for direct student services to administer the programs. The remaining funds distribute to a geographically diverse set of school districts. Additionally, states must prioritize funding those districts serving a high concentration of schools identified for Comprehensive or Targeted Support and Improvement.

LEA Qualification

To be able to receive funding under this program, school districts must submit an application to their SEA. Each state may determine the time and method of the application, but ESSA requires that the LEA describe, at a minimum, how it will:

- Engage with parents regarding the direct services available to their children, and provide adequate opportunity to choose among those services;
- Prioritize services to their lowest-achieving students;
- Monitor the delivery of services; and,
- Publicly and accessibly report the results of the direct services in improving the relevant student outcomes

Participating school districts may partner with third-party organizations to provide these services, including community-based organizations, as well as institutions of higher education and non-public entities.

Schoolwide Programs

Accessing Funds

CIS affiliates often work with high-poverty, high-need, and low-performing schools. Typically, these schools implement a Schoolwide Program with their Title I, Part A funds. Although the specific activities that comprise that program will vary at least somewhat school-to-school and district-by-district, the services CIS affiliates provide are aligned clearly with the purpose and goals of Schoolwide Programs.

These funds cannot flow directly from the SEA to a CIS affiliate. Instead, schools can engage CIS affiliates to provide a certain set of services aligned with their Schoolwide program. When discussing a partnership with a school, CIS affiliates may want to make clear that the school's Title I funding can be used to support their services. See Appendix B for examples of resources to help CIS affiliates demonstrate that their services can be paid for with Title I. Additionally, affiliates interested in accessing these funds also will need to be able to demonstrate that their program is evidence-based. See the *Standards for Evidence* section of this book for a discussion of federal evidence standards and for resources establishing the evidence of CIS's programmatic efficacy.

There are several advantages to funding CIS services though a school's Title I, Part A Schoolwide Program. First, the funding is consistent, so schools can expect to receive a similar amount of resources annually. Second, funding is fairly flexible and can be used to support a wide range of activities. Lastly, the LEA and the school manage the funds and are principally responsible for federal reporting and compliance requirements. This allows CIS affiliates to focus on administering their programs rather than financial and administrative activities.

Allowable Uses

Schools implementing a schoolwide program with their Title I, Part A funds may collaborate or contract with third-party organizations to deliver services. However, to partner with these schools, organizations must provide services that are evidence-based and align with the school's needs assessment. For CIS affiliate organizations to access these funds their services must be evidence-based and schools must be aware of how they can help their students.

In addition to the general strategies that a school must include as part of its plan outlined in the program overview below, CIS affiliates can also be engaged by a school or district to provide any of the following activities permitted under ESSA for schoolwide programs:

- Counseling, school-based mental health, specialized instructional support, mentoring, and other services related to improving students' knowledge and skills beyond academic subject areas;
- Increase student awareness of, and readiness for, postsecondary education and the workforce. This may include career and technical education programming, as well as earning postsecondary credit through Advanced Placement, International Baccalaureate, dual enrollment, and similar programs;
- Services and interventions to prevent and address challenging behaviors; and,
- Professional development for teachers and other school personnel to improve instruction and use assessment data effectively, as well as improving the recruitment and retention of effective educators.

Program Overview

Schools that serve at least 40 percent Title I eligible students – low-income students, students with disabilities, English language learners, migrant students, and students experiencing homelessness – may consolidate their Title I funds with other federal, state, and local resources to implement a schoolwide program. Schools may consolidate these funds without limiting their use to the particular students or programs the grants were originally structured to support.[18]

Unlike Targeted Assistance programs, schools with Schoolwide Programs may use these funds for activities that support all students without identifying or targeting only those children who themselves are Title I eligible.

Eligible schools that elect to use their Title I, Part A funds to implement a Schoolwide Program must conduct a comprehensive needs-based assessment. The results of that assessment will inform the development of their program plan. The program plan must be developed in consultation with parents, community stakeholders, and those who will execute the plan.[19] The plan must include descriptions of all of the strategies it will use to address the school's needs. Moreover, it must describe how each strategy will:

- Provide opportunities for all children to meet the state's academic standards;
- Strengthen the academic program, increase the quality and amount of learning time, provide enrichment and acceleration activities, and lead to a well-rounded education; and,
- Address student needs, particularly those who are at-risk of not meeting the state's academic standards.

Targeted Assistance Schools

Accessing Funds

While CIS affiliates mostly work in high-poverty schools, they may also serve schools that enroll many disadvantaged students but nevertheless do not reach the 40 percent threshold required to administer a Schoolwide Program with their Title I, Part A funds. Instead, these schools deliver a Targeted Assistance Program that provides supplemental services *only* to those students eligible for Title I. Although the specific activities that comprise that program will vary at least somewhat school-to-school and district-by-district, the services CIS affiliates provide are aligned clearly with the purpose and goals of Targeted Assistance Programs.

These funds cannot flow directly from the SEA to a CIS affiliate. Instead, schools can engage CIS affiliates to provide a certain set of services aligned with their Targeted Assistance program. When discussing a partnership with a school, CIS affiliates should make clear that the school's Title I funding can be used to support their services. See Appendix B for examples of resources to help CIS affiliates demonstrate that their services can be paid for with Title I. Additionally, affiliates interested in accessing these funds also will need to be able to demonstrate that their program is evidence-based. See the *Standards for Evidence* section of this book for a discussion of federal evidence standards and for resources establishing the evidence of CIS's programmatic efficacy.

There are several advantages to funding CIS services though a school's Title I, Part A Targeted Assistance Program. First, the funding is consistent, schools can expect to receive annually a similar amount of resources. Second, funding is fairly flexible and can be used to support a wide range of activities. And third, the LEA and the school manage the funds and are principally responsible for federal reporting and compliance requirements. This allows CIS affiliates to focus on administering their programs rather than financial and administrative activities.

Allowable Uses

Schools implementing a Targeted Assistance Program may use the funds to support eligible children across a range of activities and strategies, including:

- Meeting state academic standards and courses necessary for a well-rounded education;
- Expanding learning time, providing before-and after-school programs, as well as programs during the summer;
- A tiered model to prevent and address issues with student behavior;
- Support the transition from early childhood education programs to elementary school;
- Provide professional development to educators;
- Increase parent involvement in school; and,
- Support more effective coordination and integration of other federal, state, and local services, such as nutrition, housing, and adult education programs.

Program Overview

Schools that receive Title I, Part A funds but enroll fewer than 40 percent of students eligible for Title I may only implement a Targeted Assistance Program. This program supplies additional resources, supports, and interventions directly and solely to students who are eligible for Title I. For example, if a school were to adopt a mentoring program and use some of their Title I funding to pay for it, only children who are eligible for Title I – low-income students, students with disabilities, English language learners, migrant students, and students experiencing homelessness – may participate in the program.

Title II, Part A – Supporting Effective Instruction

Relevance for CIS:

These funds are not explicitly for direct services to students. Instead, they focus on providing training, technical assistance, and professional development to educators and school leaders to improve instruction, learning environment, and ultimately produce greater student achievement. The funds are not as clearly aligned with many of CIS's services, but would fit the needs for those that provide effective educator support and training.

Details:

Funded annually based on U.S. Congressional appropriations. About $2.5 billion in FY2021. State share is derived by formula based on their Title I, Part A allocation

In some cases, priority is given to those LEAs serving high concentrations of schools identified by the statewide accountability systems.

CIS affiliates access these funds through LEAs and in some cases through the SEA. They cannot apply directly for them.

Key Components:

Title II, Part A distributes federal dollars to support school districts deliver high-quality professional development, technical assistance, and training to improve instruction. CIS affiliates may partner with an SEA to deliver statewide services, or with individual LEAs to provide services. At the LEA level, the services CIS affiliates could be contracted to provide are more broad and student-centric.

Allowable Services:

Title II, Part A can fund different types of activities and services depending on if they are pursued at the state or local levels.

At the state level, these funds can be used to: provide training on the effective use of teacher evaluation, help educators integrate technology into their instruction, and support educators as they work to improve school readiness.

At the local level, these funds can be used to: train educators to respond effectively to students experiencing trauma, provide professional development on engaging with parents and community members, as well as using data to increase student achievement.

See below for a complete discussion of allowable uses for each subprogram.

Considerations: Strong relationships with schools, districts, and the SEA are critical to accessing Title II, Part A funds. However, in addition to connections with principals, district, and state leaders, CIS affiliates will also want to develop relationships with Title II coordinators and those in district and state instructional offices, and those who develop and implement professional development. The services provided under this program differ somewhat from conventional programs offered by the CIS model. As such, affiliates should ensure that a Title II Part A grant fits with their larger organizational sustainability, and that they are comfortable delivering these kinds of services.

Accessing Funds

CIS affiliates should use Title II, Part A funding to deliver professional development to educators and other adults in schools who are working with students in areas aligned with the CIS model, such as trauma-informed care, developmental relationships, social-emotional learning, and school climate.

To conduct statewide activities, CIS affiliates are well-positioned to access funding from an SEA if they are experienced in providing professional development to educators and school leaders, or if they have a track record of providing high-quality training and technical assistance to build LEA capacity to support effective instruction. Moreover, a strong relationship with the SEA is critical to accessing this funding. In particular, CIS affiliates should develop or strengthen their relationship with the state's Title II coordinator, as well as SEA staff who support instruction and professional development. To increase the likelihood of partnering with the SEA, CIS affiliates should have documentation demonstrating the effectiveness and evidence-base for their programming. And, if possible, affiliates should strive to be a recognized by their SEA as a high-quality provider of professional development and related activities.

CIS affiliates can also access these funds by contracting directly with districts. Affiliates must be able to demonstrate a proven track record of success providing high-quality professional development to help educators better support student learning. Affiliates will be well-positioned to access these funds if they work with LEAs that serve a high concentration of schools identified by the state's accountability system for either Comprehensive or Targeted Support and Improvement. LEAs interested in delivering services under this program must apply to their SEA. As such, CIS affiliates with existing strong relationships with districts that want to make use of these funds may want to consider supporting their application process.

Allowable Uses

The activities permitted with these funds depend on whether they will be administered with SEA set-aside funds or by LEAs. Generally, Title II, Part A funds are primarily for activities such as educator professional development, instructional support, and training. The subject of those activities, however, typically is advancing student achievement, improving the quality of career and technical education, supporting successful transitions between grades, and other student-centered goals.

At the state level, CIS affiliates may engage with an SEA to provide a wide range of services. Although this is not an exhaustive list of all allowable uses of these funds for statewide activities, CIS affiliates are best suited to:

- Developing and administering training on effect teacher evaluation, including how to differentiate levels of performance, support effective feedback, coaching, and mentoring, and using evaluation to improve instruction;
- Supporting LEAs in developing and providing high-quality principal professional development that supports students to reach state academic standards;
- Assist in training educators to integrate technology into their instruction and support blended learning;[20]
- Support school leaders, educators, and early childhood providers to improve students' school readiness, and the successful transition to elementary school;
- Support the professional development of educators and school leaders to incorporate career and technical education into their academic practices;
- Support LEAs that receive funding under Title II, Part A;
- Provide Development Relationships Framework training for school campuses and educators;
- Get certified in school climate and partner with schools and CIS site coordinators to implement school climate planning activities; and,
- Provide training on engagement, monitoring, and support tools to work on student, parent, and teacher engagement.

CIS affiliates may partner with an LEA to provide services under Title II, Part A. Among the allowable uses, CIS affiliates are well suited to the following:

- Providing high-quality, personalized, and evidence-based professional development for educators and school leaders to improve instruction, and student achievement. In particular, these efforts may include:[21]
    - Using data to improve achievement;
    - Engaging parents and the community to coordinate services; and,
    - Experiential learning.
- Training educators and other school personnel to respond effectively to students experiencing trauma or those experiencing or at risk of mental illness. This includes collaborating and forming partnerships with school-based mental health programs and addressing school conditions and climate as it relates to student learning and safety;[22]
- High-quality professional development and training for educators and school leaders on the effective integration of career and technical education and work-based learning into their academic programming; and,
- Other evidence-based activities aligned with the goals of Title II, Part A.

Program Overview

The purpose of Title II, Part A is to support effective instruction, particularly in schools serving high concentrations of low-income and other disadvantaged students, as well as districts serving high concentrations of schools identified for Comprehensive or Targeted Support and Improvement. While the focus of the program is on instruction and educators generally, services and programs supporting with these funds need to be oriented toward improving student achievement.

To receive Title II, Part A funding, SEAs must submit an application to the U.S. Secretary of Education. The application must be developed in consultation with educators, parents, and community partners. At a minimum, the application must include the following elements:

- How the SEA will use the funds for state-level activities;
- Its certification and licensing system for educators and school leaders;
- How the described activities will improve student achievement;
- How the SEA will help educators better identify students with particular learning needs;
- Plans to use data effectively to support their programming and services;
- How it will support setting up innovation schools;
- Actions to improve state teacher preparation programs;
- If applicable, how their activities will increase student access to effective teachers;
- If applicable, how it will work with LEAs to build an educator evaluation system; and,
- An assurance that it will monitor LEA activities with these funds.

Participating SEAs are eligible to set aside up to five percent of their total allocation of Title II, Part A funds to administer statewide activities described in the previous section. At least 95 percent of all funds under this program must be sub-granted to LEAs. The funds must be distributed to LEAs via a formula that allocates 20 percent of funding based on Census student population, and 80 percent of funding on Census student poverty. As such, the formula distributes greater funding to high-poverty school districts.

LEA Qualification

To receive Title II, Part A funding, LEAs must submit an application to their SEA. In developing their application, LEAs must consult meaningfully with teachers and school leaders, parents, and community partners. They must also coordinate their proposed activities with other related activities and services being conducted in the community. Participating LEAs may contract and sub-grant with third-party organizations to provide services.

The application must include, at a minimum, the following elements:

- Description of their planned activities and how they align with state academic standards;
- Their system of professional growth and improvement;
- How they will prioritize funding to schools implementing Comprehensive or Targeted Support and Improvement plans;
- Plans to use data and ongoing consultation to improve activities supported by these funds; and,
- An assurance it will coordinate professional development and other activities with other federal, state, and local programs.

Participating LEAs must submit information and other data annually in accordance with requirements established by the SEA. Therefore, it is possible that CIS affiliates will need to participate in some level of data collection and information reporting and sharing with the SEA.

Title III – Language Instruction for English-Language Learners and Immigrant Students

Relevance for CIS:

These resources provide consistent support to schools. The funds may be used for CIS services that support English-Language Learner students either to improve their English language proficiency, or to support their academic achievement more generally. Moreover, the compliance and other requirements are principally handled by school districts rather than the affiliate.

Details:

Funded annually based on U.S. Congressional appropriations. About $800 million in FY2021.

Funding is tied to statewide accountability systems, including students' progress in achieving English language proficiency.

CIS affiliates access these funds through LEAs. They cannot apply directly for them.

Key Components:

Title III distributes federal dollars to support the academic progress of English-Language Learners generally, as well as to help them learn English. The funds do not need to be used directly for English language acquisition programming.

Schools and districts can partner with CIS affiliates to deliver a range of services oriented to supporting the specific needs of English-Language Learners.

Allowable Services:

These are the kinds of programs, supports, and interventions that Title III resources may be used to fund:

Activities to support English-Language Learner's academic achievement, language instruction, professional development to enhance language instruction, family literacy and engagement.

See below for a complete discussion of allowable uses for each subprogram.

Considerations: Strong relationships with schools and districts are critical to accessing Title III funds. CIS affiliates will need to demonstrate how their services support the academic and socioemotional needs of English-Language Learners. Maintaining clear records, particularly timesheets, is important to successfully administering services under Title III.

Accessing Funds

It is highly likely that CIS affiliates already work in districts and schools serving English learner students. Accessing Title III funds will help to enhance that work and to ensure that the services they currently provide meet the needs of English-Language Learners, their families, and their communities. Moreover, additional federal resources through Title III would enable CIS affiliates to supplement the suite of services they provide with additional ones specifically targeted to support English language acquisition and helping English-Language Learners meet state academic standards.

The v English-Language Learner populations has ballooned in United States public schools since the early 2000s. According to the latest data, around five million – or about 10 percent – of public school children are learning English while in school.[23] And due to data collection and reporting challenges, the total number of English-Language Learners is likely higher.

Every state in the country serves English-Language Learners. States such as Nevada, Texas, Colorado, Kansas, and Florida enroll a disproportionate share of the country's English-Language Learners. In California, English is not the native language for nearly a quarter of all students.[24]

The purposes and allowable activities under Title III fit neatly within the kinds of services CIS provide to districts and schools. To access these funds, CIS affiliates should engage with their district partners and help articulate the link for site coordinators to support English-Language Learners. Alternatively, CIS affiliates could work with the schools they already serve to elevate the issue to the district level and identify opportunities to collaborate to serve English-Language Learners.

Allowable Uses

With their Title III funds, states may sub-grant funds to eligible entities, such as school districts and community-based organizations collaborating with the LEA to deliver services to English-Language Learners to support English acquisition and meeting state academic standards. According to ESSA, eligible entities must provide:

- Effective language instruction and demonstrate a success in increasing English language proficiency as well as student academic achievement;
- Effective professional development to classroom teachers to design and improve language instruction, as well as delivery of curricula and assessments for English-Language Learners; and,
- Other activities and strategies to support language instruction and academic achievement, for English-Language Learners, including parent engagement.

In addition to the general purposes of Title III described above, districts and organizations receiving this funding may undertake at least one of the following activities:

- Improve instructional strategies;
- Upgrade curricula, instructional and assessment materials, or technology;
- Provide tutorials or career and technical education, as well intensified instruction;
- Develop and coordinate language instruction programs with other relevant services;
- Improve English language proficiency and the academic performance of English-Language Learners;
- Provide family literacy services;
- Engage with and train community members to improve English language acquisition generally and to support students who are learning English; and,
- Conduct other activities aligned with improving education services provided to English-Language Learners, such as building relationships and trust with recently arrived families.

Program Overview

The overarching goal of Title III of ESSA is to provide supplemental resources to help states, districts, and schools serve comprehensively students for whom English is not their native language. This includes supporting English-Language Learners' language acquisition and meeting state academic standards. Moreover, Title III supports educators to develop and implement effective language acquisition programs, and to engage with students' parents and communities.

To participate in Title III, school districts must develop a local plan. The plan should include descriptions of each eligible entity the LEA will collaborate with, how each eligible entitle will boost English language acquisition and overall academic achievement, as well as how they consulted with educators, parents, and other stakeholders in the development of their program and services.

Title IV – 21st Century Schools

Relevance for CIS:

These resources provide consistent support to schools and are relatively flexible. The programs align clearly with CIS's mission and approach to the work. Title IV funding can be used to pay for many CIS services. Depending on the program and the arrangement, districts, schools, or the CIS affiliate may handle federal reporting and compliance requirements.

Details:

Funded annually based on U.S. Congressional appropriations. About $2 billion in FY2021.

Funding is tied to statewide accountability systems, including students' progress in achieving English language proficiency.

Depending on the program, CIS affiliates can access these funds through LEAs or by applying for them directly.

- CIS affiliates may apply directly to their SEA for 21st Century Community Learning Center grants.
- CIS affiliates may apply directly to the U.S. Department of Education of the Full Service Community Schools grant competition.

Key Components:

Title IV distributes federal dollars to support a well-rounded education, improve learning conditions, increase the effective use of technology, and provide tutoring and enrichment activities. It also supports full service community schools through a competitive process. There are three sub-programs under which school districts and schools could partner with CIS affiliates to deliver services.

- Student Support and Academic Enrichment Grants – A formula-based program designed to support a well-rounded education, improve school climate, and increase technology use.

- 21st Century Community Learning Centers (CCLC) – A program designed to create or expand tutoring, mentoring, and other enrichment activities before, after, or during school or in the summer session. SEAs receive funds via formula, but award grants through a competitive process.

- Full-Service Community Schools – A national competitive grant program to implement community schools.

Allowable Services:

These are the kinds of programs, supports, and interventions that Title IV resources may be used to fund:

College and career readiness, music and arts, STEM programs, positive behavior and supports, reducing exclusionary discipline, community engagement, personalized and blended learning, enrichment activities before, after, and during the summer session, and full-service community schools.

See below for a complete discussion of allowable uses for each subprogram.

Considerations: Strong relationships with schools and districts are critical to accessing Title IV funds. Even for those CIS affiliates applying for funding directly, close relationships with the LEA and a track record of success will increase the likelihood of winning the grant. Title IV, Part A aligns with the CIS model. However, the other programs require somewhat different programming and services, and they come with their own set of challenges. Affiliates should assess their capacity to take on these types of activities. CIS affiliates will need to demonstrate the evidence-base of their services. Maintaining clear records, particularly timesheets, is important to successfully administering services under Title IV.

Program Overview

Title IV of ESSA includes a range of programs designed to comprehensively improve the quality of education provided to low-income students. Title IV includes in-school programming, before, after, and during the school day or during the summer session enrichment activities, the expansion or creation of community learning centers, provides for charter and magnet school expansion, family engagement, as well as several national grant competitions.

In 2021, the federal government invested nearly $2 billion in Title IV funding across formula grants and competitive processes to SEAs. To access these funds, CIS affiliates typically must apply to the SEA, often as a joint application with their LEA. In some cases, a CIS affiliate may apply on their own to the SEA or to the U.S. Department of Education.

For each of the programs under Title IV, ESSA sets out a menu of allowable activities and services for funding. However, there is considerable flexibility on how best to use these funds to support students. Those entities using these funds are required to track progress and report on participation. The degree to which the district, school, or CIS affiliate assumes that responsibility will depend on the particular structure of the arrangement.

There are three programs under Title IV that present opportunities for CIS affiliates to partner with districts and schools or to operate their own program independently. Each program has specific characteristics and eligibility requirements that will inform how CIS affiliates can access the funds.

Title IV, Part A – Student Support and Academic Enrichment Grants

Accessing Funds

Title IV, Part A has three primary purposes: provide all students with access to a well-rounded education, improve school culture and climate, and increase the effective use of technology. All three align clearly with CIS's mission and the services affiliates provide. As such, CIS affiliates are well-positioned to partner with districts and schools to use Title IV, Part A funding.

CIS affiliates cannot apply directly for these funds. Instead, to access them, CIS affiliates should proactively raise the issue with their partner LEAs and schools to understand the activities and services included in their Title IV, Part A application to the state department of education. In addition to needing to be named specifically as a service provider in the application, CIS affiliates may also want to collaborate with the LEAs and schools they work with in developing their plan.

Allowable Uses

ESSA outlines the type of programs and activities LEAs are allowed to use Title IV, Part A funds to implement. These services may be administered through a third-party organization such as CIS. The activities are organized by the three primary purposes of this section of the law:

Supporting Well-Rounded Educational Opportunities

Programs and activities may include:

- College and career guidance programs, such as:
  - Postsecondary and career awareness and readiness
  - Training counselors to use labor market information to effectively guide students postsecondary and career planning
  - Financial literacy and federal financial aid
- Music and arts programs to increase student engagement and success
- Improving STEM instruction, by:
  - Increasing access to STEM subjects by traditionally underrepresented students
  - Providing hands-on STEM learning experiences
  - Creating STEM-focused specialty schools
  - Integrating other subjects with STEM, such as the arts
- Accelerated learning programs
  - Increasing availability and participating in accelerated, dual, or concurrent enrollment programs
- Strengthening American history and civics courses
- Foreign language instruction
- Environmental education
- Programs to encourage volunteerism and community service
- Integrated, multidisciplinary courses

Supporting Safe and Healthy Students

Programs and activities may include:

- Drug and violence prevention activities
- Professional development and training for staff regarding drug and violence prevention, such as mentoring, early-detection and intervention
- Providing school-based mental health services
- Prevent bullying and harassment, including improving instructional practices, and mentoring

- Training and specialized instruction for school staff related to conflict resolution, trauma-informed practices, as well as bullying and harassment prevention
- Plans to reduce exclusionary discipline
- Schoolwide implementation of a positive behavioral interventions and supports program
- Designating a site resource coordinator at the school to provide resource and supports for schools, as well as strengthen community engagement

<u>Effective Use of Technology</u>

Programs and activities may include:

- Tailoring personalized learning to raise student achievement
- Sharing high-quality educational resources
- Providing blended learning
- Creating schoolwide technology plans and approaches
- Building technology infrastructure, including devices and software
- Developing strategies to deliver specialized courses through digital learning technologies
- Providing professional development on the effective use of technology
- Providing resources and opportunities in rural and underserved areas

Program Overview

This grant program provides additional resources for three main purposes:

1. Provide a well-rounded education to all students;
2. Improve school climate; and,
3. Improve the use of technology to further student achievement and digital literacy.

For a state to receive Title IV, Part A funding, it must develop and submit a plan to the U.S. Secretary of Education, including information on how the SEA will use the funds for its own activities and how it will allocate funds to LEAs. The plan must also include the assurance that the SEA will coordinate funding for this program with any existing activities, monitor LEA's implementation of the program, and provide students with equitable access to the activities supported by this program.

Participating states may reserve up to five percent of the Title IV, Part A funds they receive to administer training, technical assistance, and capacity building for LEAs. The reserved funds may also be used to help LEAs administer a range of programs and activities aligned with overarching goals of Title IV, Part A.

LEA Qualification

The state must sub-grant at least 95 percent of funds to LEAs. To be eligible for these funds, each LEA must first conduct a needs assessment regarding improving student access to a well-rounded education, student learning conditions, and access to personalized learning opportunities supported by technology and data. The minimum grant award is $10,000. LEAs can form consortia to jointly administer activities. Each LEA must submit an application to the SEA that includes descriptions of:

- Any partnerships with third-party organizations, including institutions of higher education, nonprofits, and community-based organizations with a demonstrated record of success;
- If applicable, how the funds will be used on activities promoting a well-rounded education;
- If applicable, how the funds will be used on activities promoting a safe and healthy students;
- If applicable, how the funds will be used for activities on the effective use of technology; and,
- The programs objectives and outcome goals, as well as how the LEA will periodically evaluate the efficacy of its activities.

Current Affiliates Supported by Title IV, Part A

One of CIS of Southwest Virginia's partner districts use Title IV, Part A funds to support their work. Originally, the affiliate's work with that district was funded by Title I, Part A resources. However, due to shifting policy priorities within the state, and given their track record of successfully serving students and families, the district's Title IV coordinator contacted CIS of Southwest Virginia to discuss how the organization could scale their work to other sites and support the state's new policy focus.

In conversation with the district's Title IV coordinator, CIS of Southwest Virginia demonstrated how CIS's services are wholly aligned with Title IV, Part A. It also provided documentation of the impact it had on the students and communities they serve. CIS of Southwest Virginia explained how it fits in the larger picture of the district's school improvement efforts. While the arguments were persuasive, the affiliate believes that it was the strong relationships within the district and the trust it earned in the community that ultimately led to the new contract to serve additional schools.

Receiving funding from the district's Title IV, Part A program doubled the in-district capacity of CIS of Southwest Virginia and expanded its services to reach far more students. Additionally, it allowed CIS of Southwest Virginia to increase its presence and sustainability across the county leading to a raised awareness of its services.

Title IV, Part B – 21st Century Community Learning Centers (CCLC)

Accessing Funds

CIS affiliates may apply jointly with an LEA to provide services as a 21st CCLC. Alternatively, affiliates may be a sub-grantees of the LEA, or affiliates may apply directly and independently for the funds.

Before deciding to apply for these funds, affiliates should determine capacity to undertake the services, requirements, and administrative tasks associated with the 21st CCLC. The program is different from the traditional CIS model. It takes place during non-school hours and comes with a distinct set of opportunities and challenges. Additionally, the application process is extensive and includes elements beyond typical letters and memoranda of understanding. CIS affiliates that expanded service offerings to include 21st CCLC benefit from the addition despite the challenges faced early in the process.

If applying for the first time, an affiliate may want to consider applying jointly with the LEA, or as a named sub-grantee under the LEA's application. Under these arrangements the LEA is the fiscal agent and retains responsibility for federal reporting and compliance requirements. This allows the affiliate to focus on developing its program, forming the necessary relationships and addressing new challenges, such as finding facilities, transportation, or retaining required security for activities taking place during non-school hours.

Allowable Uses

21st CCLCs can provide a wide range of services provided they align with the program's overarching structure and goals. The law sets out the following general categories of supports eligible entities may provide as a 21st CCLC:

Academic enrichment	Mentoring	Remedial education
Tutoring	Credit recovery	Literacy, including financial and environmental
Healthy & active lifestyle	Services for individuals with disabilities	Services for English-language learners
Cultural programs	Telecommunications & technology education	Expanded library service hours
Parenting skills to promote parental involvement	Support truant, suspended, or expelled students	Drug & violence prevention
Science, Technology, Engineering, and Math (STEM)	Career and Technical Education (CTE)	

As mentioned previously, all activities a CCLC implements must comply with federal effectiveness standards. See the *Standards for Evidence* section of this book for a discussion of federal evidence standards and for resources establishing the evidence of CIS's programmatic efficacy. Participating LEAs and third-party organizations need to demonstrate that programming is based on an objective needs assessment regarding before, after, or summer programs. The program itself must be based on an established set of performance measures designed to ensure high-quality academic opportunities. Those measures must be aligned with the regular academic program provided at participating students' schools. Finally, participating entities must collect the data necessary to measure student success and participate in the SEA's periodic evaluation of the program's progress.

Program Overview

This program supports the establishment or expansion of CCLCs that, during non-school hours, provide academic enrichment and tutoring services to students attending low-performing schools. Additionally, these centers should provide students with a wide range of services, such as: youth development activities, service learning opportunities, health education, career and technical training programming, and other services designed to complement the students' school's regular programming. Finally, these centers should provide families the opportunity to engage meaningfully in their child's education.

According to ESSA, eligible entities may administer 21st CCLCs. This includes LEAs, community-based organizations, Native tribe or tribal organization, as well as a consortium of two or more agencies or organizations.

ESSA defined a CCLC as:

"An entity that assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and broad array of other activities during non-school hours or periods when school is not in session."

The law further clarifies the programs must:

"Reinforce and complement the regular academic programs of the schools attending by the students served and, are targeted to the students' academic needs and aligned with the instruction students receive during the school day."

For a state to receive these funds, it must submit an application to the U.S. Secretary of Education outlining the program it plans to administer and make the necessary assurances to comply with the requirements of the law. Specifically, states must prioritize grants to eligible entities serving primarily students who attend schools implementing either a Comprehensive or Targeted Supports and Interventions program.[25] States should also target services to students at risk of academic failure, dropping out, or involvement in criminal or delinquent activities. Additionally, ESSA stipulates that states should prioritize funding applications submitted jointly by an LEA serving low-income students and an eligible entity.

As a part of their application, states must also describe the competitive process and criteria it will use to review applications and award funds to eligible entities. Additionally, the state must clarify how it will monitor grantees to ensure they implement effective strategies to support students. Finally, states must set forth a plan to track performance metrics[26] and evaluate the performance of programs that receive Title IV, Part B grants. Awards are to be for periods of three to five years.

LEA & Eligible Entity Qualification

To win a Title IV, Part B sub-grant, eligible entities – LEAs and eligible third-party organizations – must submit an application to the State Department of Education that includes at a minimum:

- Description of the activities the program will implement;
- Descriptions of how these activities will raise student achievement and overall student success;
- Demonstration of how the program will coordinate other federal, state, and local programming to maximize public resources;
- Description of how the activities meet effectiveness standards;
- Description of the partnership between LEAs, and any third-party providers (If applicable);
- Assessment of community needs and available resources to support the CCLC, as well as how the proposed program will address those needs;
- Demonstration of how the eligible entity will employ evidence-based practices to provide educational activities to improve academic achievement, college-and career-readiness, and positive youth development;
- Description of how any volunteers supporting the CCLC will be appropriately qualified (if applicable); and,
- Assurance that:
  - The program will take place in a safe and accessible facility;
  - The program will be developed and implemented in partnership with the schools serving participating students;
  - The program will align with challenging state academic standards; and
  - The community will be given notice of the application.

States may require eligible entities to match sub-grant funds. The matching amount required must be established along a sliding scale that accounts for relative poverty of the target population served, as well as the ability of the grantee to generate the resources necessary to match the grant. Any matching funds cannot exceed the amount of funding sub-granted under Title IV, Part B, nor may they be derived from other federal or state funds.

Current Affiliates Supported by Title IV, Part B

According to many CIS affiliates, participating in ESSA's 21st CCLC program presents new challenges and opportunities. Staffing is different from the traditional CIS model. Absences, for example, really matter and can be significantly disruptive during non-school hours programming. High student attendance numbers play a significant role in the successful monitoring and renewal of a 21st CCLC grant. Also, unlike during school hours, there is no one else and no place else to send a child. If a student's parents are late for pick up the affiliate nevertheless has to come up with a strategy to provide for the child.

When CIS of Clark County Indiana applied to the Indiana Department of Education to become a 21st CCLC provider, they had the benefit of an excellent grant writer. Their proposal was quite ambitious and included 10 sites. In response to their application, the LEA reached out see if CIS of Clark County would also be willing to be a primary childcare provider. After winning the grant, CIS of Clark County set out quickly to implement both their 21st CCLC program and their aligned, academic-focused childcare program. CIS of Clark County is now in its fourth cohort as a 21st CCLC provider. Since its site coordinators were employed as part-time positions, winning this grant allowed CIS of Clark County to create full-time positions for its coordinators by combining the two roles.

In each application round, CIS of Clark County's application strengthened as it strengthened relationships with the district, schools, and the community. It was also able to include more robust evidence of effectiveness. As a result, CIS of Clark County has expanded the number of sites it serves, including running an elementary and middle school cohort simultaneously.

CIS of Northwest Michigan is in its third 21st CCLC cohort. In the first grant, it functioned as a sub-grantee of the LEA. The LEA operated as the fiduciary organization, but the funding, programming, and staffing

responsibilities passed through to CIS. But in its subsequent applications, CIS of Northwest Michigan determined it would be best to apply for the funds independently, with the LEA listed as a partner. In making that transition, it noted that bringing in a federal grant isn't simply getting the money and doing in the work. Instead, there are a host of other tasks that come along with it, including program management, accounting practices, tracking staff time closely, reporting, and compliance requirements. In Michigan, CIS is also required to work with an independent evaluator who needs access to students' academic scores and other data. In short, there is a lot to manage in addition to providing a high-quality service.

A lesson CIS of Northwest Michigan learned was to build a deeper understanding of its stakeholders and the specific needs of the community it serves. For example, CIS of Northwest Michigan originally provided transportation as part of its 21st CCLC program. However, they learned that families didn't really need it and thus it could reinvest those funds elsewhere. The success of CIS of Northwest Michigan as a 21st CCLC provider breeds further success and a greater integration of CIS into the work and needs of its partner LEAs.

CIS of Eastern Pennsylvania relied on strong district relationships to build out its programs and maximize the impact it and the LEA can have on the community. For example, in a recent 21st CCLC cohort, CIS of Eastern Pennsylvania and a nearby partner LEA each applied for the program. The applications were coordinated, with the district proposing to serve a set of elementary schools and the CIS affiliate proposing to serve a set of middle schools. Both applications were accepted for funding, doubling the number of sites the 21st CCLC program supports in the community.

Current grantees identified several additional considerations for those CIS affiliates interested in launching a 21st CCLC program:

1. **Security** – Discuss the necessary safety and security needs with the school, district, or program site. In some instances, grant funding may need to be used for security staff.
2. **Teacher Compensation** – Discuss compensation with the school, district, and/or teachers' union to coalesce around teacher pay for non-school hours.
3. **Compliance** – Assess capacity to meet reporting and compliance requirements for this grant.

Title IV, Part E – Family Engagement in Education Programs

Accessing Funds

Local CIS affiliates, in consortia with other organizations and state CIS affiliates, may apply to the U.S. Secretary of Education to establish a statewide family engagement center. CIS affiliates contemplating applying to this program should form partnerships with the SEA and assess potential partnerships with districts, schools, and other community-based organizations. State CIS affiliates can apply themselves or form partnerships with other local CIS affiliates across the state to form a center. While the services and activities that a statewide family engagement center provides complement typical CIS services, they are sufficiently different in type and kind that affiliates should assess capacity to deliver them. Moreover, administering a large federal grant carries with it significant accounting, reporting, and other requirements that can be burdensome.

Before applying, interested affiliates should also develop a strategy to secure matching funds for each year after the first year of the grant. Although ESSA allows the Secretary to award grants yearly, the program is not necessarily open annually for new applications. Funding permitting, the minimum grant award is $500,000.

Allowable Uses

Allowable uses of funds under this program are fairly broad and flexible. In general, participating organizations or consortia of organizations must tailor their services to meet the needs of parents and the best means to deliver services identified in collaboration with the SEA, LEAs, schools, educators, and parents. However, ESSA does establish some parameters for the type of activities statewide family engagement centers may pursue, including assisting parents:

- To engage in activities to improve student achievement, as well as extracurricular activities;
- To communicate effectively with students, teachers, school leaders, counselors, and other school staff;
- To become active in the development and implementation of school-parent compacts and family engagement policies;
- To participate in designing supports for students not making academic progress;
- To participate in state and local decision-making;
- To train other parents; and,
- To learn to use technology relevant to their child's education.

Additionally, statewide family engagement centers should partner with SEAs to develop and implement systemic initiatives to provide for a continuum of services and remove barriers to family engagement.

Program Overview

This competitive program funds the establishment of statewide family engagement centers. Annually, the U.S. Secretary of Education may award grants to statewide organizations or consortia of organizations – in partnership with SEAs – to set up family engagement centers. These centers provide parent education and family engagement programs. They may also provide training and technical assistance to SEAs, LEAs, and schools identified for services, or other organizations that provide parent engagement activities.

After the first year of the grant, participating organizations must demonstrate an ability to provide matching funds annually for the remainder of the program. A portion of the matching funds may be through in-kind contributions. In 2019 there was only one grant awarded. In 2018, there were 11 grants provided.[27]

Organizations or consortia of organizations must include in their applications, at a minimum, the following elements:

- The approach to family engagement in education;
- The methodology describing how the SEA and other partner organizations will support the center;
- A plan to build statewide family engagement infrastructure, including governance and system services;
- The experience in providing training, information, and technical assistance to SEAs, LEAs, schools, and other organizations on effective family engagement in education practices and activities;
- A strategy to target services to low-income students and parents;
- A plan to establish a special advisory committee for which the majority of members are parents, and also include professionals with experience improving education for disadvantaged children, educators from elementary and secondary schools, and representatives from the SEA and LEAs;
- The assurance that at least 65 percent of funds will be used to serve LEAs, schools, and community organizations that serve high concentrations of disadvantaged students;[28]
- The assurance that at least 30 percent of funds will be used to provide technical assistance for evidence-based parent engagement programs;
- The ability to operate a center of sufficient size and scope to meet the needs of the SEA, LEAs, and community-based organizations;
- The ability to retain staff with the necessary training and experience;
- The ability to serve rural, urban, and suburban communities; and,
- A plan to conduct outreach to families and students who would benefit from these programs.

Title IV, Part F, Subpart 1 – Education Innovation and Research (EIR)

Accessing Funds

CIS affiliates may apply directly for these funds. They may also apply in partnership with the SEA, LEA, a consortium of LEAs, or the Bureau of Indian Education. It is most likely that interested CIS affiliates would want to apply for the early-phase grants. As a part of its application, CIS affiliates must demonstrate that its proposed project meets the *demonstrates a rationale* federal standard of evidence. Also, it must have the capacity to conduct an evaluation of its program. Affiliates that have already participated in an early-phase grant or a similar program may apply for the mid-phase grants.

EIR grants are designed to develop, implement, and expand innovative new interventions and strategies to support high-needs students. The program is not intended to fund well-established programs. For affiliates, particularly new sites, CIS's Integrated Student Supports model may qualify for an early-phase EIR grant. Otherwise, interested affiliates may propose an approach to address student needs in the community.

Allowable Uses

Program funds must be used to serve high-needs students. However, EIR does not prescribe what constitutes a high-needs student. As such, applicants must describe the students who will be served in the proposal, and each project must include an evaluation of the impact on student outcomes. With these requirements met, applicants can propose a wide range of projects so long as they are designed to support higher achievement for high-needs students and meet federal evidence standards.

Program Overview

The EIR grant program authorized under ESSA is an evolution of President Obama's administration's Investing in Innovation Grants (I3). The program is designed to provide grants of varying sizes depending on the level of evidence supporting the proposed project to develop, implement, and evaluate innovative strategies to support improved achievement for high-needs students.

The program includes three grants: early-phase, mid-phase, and expansion. Early-phase grants support projects that *demonstrate a rationale*, a lower level of evidence (see the *Standards for Evidence* section of this book for a discussion of federal evidence standards and for resources establishing the evidence of CIS's programmatic efficacy). Early-phase grant applicants should focus on developing, implementing, and testing their projects. These projects need to be evaluated using an experimental or quasi-experimental design.[29] Mid-phase grants fund the rigorous implementation and evaluation of projects that were previously funded under an early-phase grant or similar effort. Mid-phase projects must be supported by evidence demonstrating a statistically significant impact on student achievement or comparable outcome.[30] Expansion grants fund projects to implement and replicate programs found to "produce sizeable, important impacts under a mid-phase grant."[31]

Grantees must provide, through other federal, state, local, or private sources, at least a 10 percent match either through cash or in-kind contributions.[32] In 2020 the U.S. Department of Education only funded early and mid-phase projects. The 2021 competition is under a notice of proposed priorities until June 2021. The competition specifics will be published thereafter.

Title IV, Part F, Subpart 2 -- Community Support for School Success

Relevance for CIS:

This competitive grant process offers CIS affiliates – particularly larger affiliates deeply embedded in their communities – the opportunity to receive substantial grants over a long period of time to provide comprehensive services to students, families, and communities.

Details:

Funded annually based on U.S. Congressional appropriations. About $30 million in FY2021.

The program is a national competition. At least 10 grants awarded annually. In FY 2020, 19 applicants received grants. Details of awarded applications are published on the U.S. Department of Education website.

CIS affiliates may apply for this competition directly. However, the Department gives priority to those applications made in partnership with LEAs serving high concentrations of high-needs students.

Key Components:

This is a national competitive grant process to form full-service community schools. Grantees provide holistic, community-centric services, including "integrated student supports." CIS affiliates may apply to the program independently. However, stronger applications are made in collaboration with LEAs and other nonprofits.

This Title also includes the Promise Neighborhood Program in partnership with a high-needs school district, an institution of higher education, or a tribal agency.

Allowable Services:

The full-service community schools grant program specifically calls out integrated student supports. The program is designed for LEAs and nonprofits to implement comprehensive services – in tandem with community partners – to provide holistic supports for students, their families, and their communities.

The program specifically identifies programming to provide high-quality early childhood education, supporting transitions through K-12 and into postsecondary or careers, as well as physical and mental health.

The Promise Neighborhood program enables a grantee to provide a wide range of services aligned with a neighborhood needs assessment, such as: skill development, mental health, and postsecondary readiness.

See below for a complete discussion of allowable uses under the grant.

Considerations: Strong relationships with schools and districts are critical to winning a full-service community school grant or a Promise Neighborhood grant. The application processes are lengthy, complex, and highly involved. Interested parties should consider beginning setting the groundwork and getting their materials in order early in anticipation of making an application. Additionally, grantees are required to supply a level of funding match. Strong applications are made in partnership with LEAs that serve high-needs students. As always, and particularly for this program, maintaining clear records is important to successfully administering services as a full-service community school grant recipient.

Accessing Funds

This subpart of Title IV includes a national competitive grant program to develop and operate full-service community schools. CIS affiliates may apply to operate a full-service community school. The grant may be awarded for up to five years with the option to be extended for up to an additional two years. Full-service community school grants incorporate key elements of the core CIS model of Integrated Student Supports. It also includes other programs and services CIS affiliates commonly provide to their students, schools, and communities. Strong applications are made in partnership with LEAs.

As a part of the program, participating entities must provide matching funds, which may include in-kind contributions. In 2021, the program was noticed in the Federal Register in mid-January.[33] Eligible entities were required to indicate their intention to apply by February 1, 2021. Completed applications were due by March 1, 2021. However, due to COVID-19, the program was pulled and will be re-launched in 2022. Current grantees, their award amount, and application materials are published by the U.S. Department of Education.[34]

CIS affiliates interested in applying for this program should sign up for alerts with Grants.gov and anticipate the application opening for 2022 very early in the year. Moreover, affiliates should keep in mind that the grant application process is lengthy and complex. Beyond clearly articulating the services and strategies the CIS affiliate would use, the application also requires MOUs with partners, plans for evaluations, among other elements. It is strongly recommend that interested affiliates begin the application process early.

Allowable Uses

Participating entities must provide "pipeline services," which are a continuum of coordinated supports, services, and opportunities for children beginning at birth through entrance to a postsecondary institution or career. These activities shall include the following strategies, services, and programs (**including "integrated student supports"**):

- High-quality early childhood education;
- High-quality school and out-of-school-time programs;
- Supporting students' transition to elementary school, to middle school, to high school, and to postsecondary education or the workforce;
- Family and community engagement;
- College- and career-readiness, including job training, internships, and career counseling;
- Social, physical and mental health, and nutrition; and,
- Juvenile crime prevention and rehabilitation programs.

Grants awarded under this program must be used to coordinate at minimum three existing pipeline services at the time of the grant, as well as at least two additional pipeline services. As applicable, the services should integrate multiple pipelines into a comprehensive service continuum to achieve the annual measurable objectives, and provide for students' holistic needs.

Program Overview

There are two primary purposes of this program: to significantly improve academic and developmental outcomes for students living in severely distressed communities, and to support planning and operation of full-service community schools. The subpart includes both Promise Neighborhoods and the Full-Service Community School Grant Program.

A full-service community school is defined as a public elementary or secondary school that:

"Participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and, provides access to such services in school to students, families, and the community, such as access during the school year (including before-and after-school hours and, weekends), as well as during the summer."

Each year, the U.S. Secretary of Education shall award grants for at least 10 full-service community schools provided sufficient available funds. In 2020, 19 applicants were awarded grants. The Office of Elementary and Secondary Education (OESE) within the Department of Education publishes the list of current grantees, as well as their applications.[35] OESE also maintains resources and other materials to support applications for the grant.[36]

To receive a full-service community school grant, CIS affiliates must submit an application to the Secretary of Education. Priority is given to those applicants that will serve at least two full-service community schools enrolling a high concentration of low-income students,[37] consortia that represent diverse stakeholders, LEAs that are small, rural, and serve high concentrations of low-income students, and will use funds to support evidence-based practices. The application must include:

- A description of the entity;
- Memoranda of Understanding (MOUs) with all partner entities;
- A description of the applying entities capacity to provide services at two or more full-service community schools;
- A comprehensive plan, including:
  o Students, families, and communities to be served
  o Comprehensive needs assessment
  o Annual measurable performance objectives and outcomes, including students targeted for services under the program to ensure children are ready for kindergarten, achieving academically, and safe, healthy, and supported by engaged parents.
- The pipeline services that will be provided, including descriptions of:
  o Why those services were selected,
  o How they will improve student achievement, and
  o How they align with and address the annual measurable objectives.
- Plans to ensure each full-service community school has a full-time site coordinator overseeing the pipeline services, as well as a description of funding sources, professional development plan, and plans for joint utilization of school facilities;
- Plan for annual evaluations; and,
- Plans to sustain the program and services after the grant funding ends.

Grantees are required to conduct an annual evaluation of their programs. The evaluations should be made public and be used to refine and improve services and activities carried out as a full-service community school grantee.

Promise Neighborhoods

Accessing Funds

CIS affiliates are eligible to apply for a Promise Neighborhood grant provided it enters into a formal partnership with at least one of the following: A high-need school district, an institution of higher education, an Indian Tribe or Tribal organization, or the office of a chief elected official of a local government.

The FY2021 competition opened in mid-January and closed in early March. Interested CIS affiliates should monitor the Federal Register and Grants.gov for the announcement of the next competition. In the meantime, affiliates should continue to build their relationships with interested high-needs LEAs and other organizations well positioned to provide comprehensive, community-based services. Additionally, affiliates can begin planning the pipeline of services they would propose in their application.

Allowable Uses

The Promise Neighborhood program permits a wide range of services, activities, and interventions provided they align with a neighborhood needs assessment, are targeted to the affected population, and support partnerships between schools and other community resources. Promise Neighborhoods may provide skill development for families, expanded learning time, postsecondary education preparation, mental health and other social services, early learning opportunities, and other evidence-based practices

Program Overview

The Promise Neighborhood program is authorized under the Every Student Succeeds Act (ESSA). The goal of the program is to provide intensive education and community-based interventions to the most distressed communities in the country. Promise Neighborhoods are designed to serve high-poverty communities, and neighborhoods with other signs of distress, such as high childhood obesity, juvenile delinquency, and low rates of academic achievement. The program also targets communities with schools implementing Comprehensive or Targeted Supports and Improvement plans under ESEA Title I, Part A (see pages 8-12 for a more detailed discussion).

The 2021 grant competition[38] included three absolute priorities, 4 competitive priorities, and one invitational priority. The absolute priorities pertain to the different types of communities applicants can propose programs to serve (e.g. rural, urban, tribal). The Invitational Priority is for community-based crime reduction efforts. To meet this priority, applicants must demonstrate how they will partner with an organization to support re-entry into the community for formerly incarcerated individuals.

The competitive priorities apply for the FY2021 grant competition as well as any year the Department of Education makes awards from the list of unfunded applications submitted during the FY2021 competition. The competitive priorities are:

- **Community-level Opioid Abuse Prevention Efforts** – The applicant must demonstrate how they will partner with an organization that conducts services to prevent opioid abuse.
- **Spurring Investment in Qualified Opportunity Zones** – The applicant must demonstrate that the area they propose to serve aligns with a Qualified Opportunity Zone.[39]
- **New Grantees** – The applicant must demonstrate they have never received a grant under this program.
- **Evidence-Based Activities to Support Academic Achievement** – The applicant must provide the evidence-base for the project, services, interventions, and activities they propose for the Promise Neighborhood.

Promise Neighborhood Grantees must implement a pipeline of services and continuously evaluate the program based on outcomes. In the first year, grantees must use at least 50 percent of the funds for planning the pipeline of services, and at least 25 percent in year two. The Department of Education anticipates 5-7 awards with an estimated range of awards from $4 million to $6 million. The project period is up to 60 months.

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Title IV, Part F, Subpart 4 – Academic Enrichment

Relevance for CIS:

This competitive grant process offers CIS affiliates the opportunity to receive funding to assist in arts education and support high-ability learners.

Details:

Funded annually based on U.S. Congressional appropriations. About $40 million in FY2021.

The program is a national competition. Affiliates may choose to apply for either of the two programs they're eligible for: arts education and high-ability learners.

CIS affiliates may apply for this competition directly.

Key Components:

This is a national competitive grant process to provide arts education, school readiness activities, and support high-ability learners. CIS affiliates are best positioned for two of the programs under this grant:

Assistance for Arts Education – A program designed to promote arts education, particularly for disadvantaged students.

Supporting High-Ability Learners and Learning – A program designed to establish and expand evidence-base for gifted and talented programs.

Allowable Services:

The allowable uses under this grant vary by program. Arts Education grants may be used to provide professional development, production of instructional materials, and community outreach. Funds under the High Ability program must be used to develop and implement a gifted and talented program.

See below for a complete discussion of allowable uses under the grant.

Considerations: These programs, while available to CIS affiliates, entail services that may be outside of their typical offerings. Interested affiliates will need to think carefully if they have the capacity to support arts education. CIS affiliates will also need to decide if they're interested in developing and implementing gifted and talented programs. They may want to work with LEAs to ensure that any such program targets disadvantaged students for participation.

Accessing Funds

CIS affiliates may participate in this competitive program. However, the affiliate must either already provide the services described or be prepared to expand to include those services related to the arts or gifted and talented programming. CIS affiliates are not eligible for the school readiness program under this subpart of Title IV since affiliates are not telecommunications organizations.

Interested affiliates may submit applications to the U.S. Secretary of Education annually to access this program. In advance of submitting an application for the Assistance for Arts Education program, CIS affiliates should identify partnerships with local artists or art centers. For the High-Ability Learners and Learning program, CIS affiliates should understand the need in their partner schools and districts. In

particular, given CIS's mission, affiliates should determine the extent to which partners and communities are interested in increasing access to these service for disadvantaged students.

Allowable Uses

The allowable uses vary significantly by program. The Assistance for Arts Education funds may be used for CIS affiliates to provide professional development to arts educators, develop and distribute arts-based instructional materials and programming, including online resources, and conduct community outreach activities to strengthen partnerships between LEAs and local centers for the arts.

The Supporting High-Ability Learners and Learning program may be used to support CIS affiliates to expand access and quality of gifted and talented programs. In particular, these funds may be used to help schools to identify disadvantaged students for these services.

Program Overview

This is a competitive program that funds programs designed to provide arts education, school readiness activities, and support high-ability learners. Eligible entities submit an application to the U.S. Secretary of Education. Given that the Ready to Learn program is available strictly to telecommunications organizations, and therefore is inaccessible to CIS affiliates, this section will not include a description of that program. The Secretary will award grants annually. Applications are made specifically for one of the three purposes of the program: arts education, school readiness, or high-ability learners.

Assistance for Arts Education

This program provides grants to help eligible entities to promote arts education for students, particularly disadvantaged students. Participating organizations may provide professional development, production and distribution of instructional materials and arts programming, as well as community outreach activities to strengthen partnership among schools, LEAs, communities, and centers for the arts.

Eligible entities include nonprofit organizations that demonstrates effectiveness or high-quality plans to address arts education for disadvantaged students or students with disabilities.

Supporting High-Ability Learners and Learning

This program is known as the Jacob K. Javits Gifted and Talented Students Education Program. It is designed to expand the evidence-base for gifted and talented programs, to establish programs to serve gifted and talented students, as well as to provide technical assistance to adapting gifted and talented programming to all students.

Interested eligible entities – including nonprofits organizations – should submit an application to the Secretary of Education. The application should include the identification methods and proposed services, materials, and methods that could be adapted for all students. The Secretary will prioritize those programs and projects designed to improve the ability of schools to design and implement gifted and talented programs, and those that assist schools in identifying students, particularly disadvantaged students, for gifted and talented services.

Title VI – Indian, Native Hawaiian, and Alaska Native Education

Accessing Funds

CIS affiliates may only access these funds to provide services if they themselves are recognized as a tribal organization, a Native community-based organization, or if they are working as a contractor for a Native organization.

With over 570 federally recognized tribes spread across more than 30 states, it is important to resist the idea that Native people and the needs of their children and communities are isolated to a handful of Great Plains states. Indeed, with 90 percent attending traditional public schools, Native youth live in virtually every corner of the country. And unfortunately, they are habitually overlooked and underserved.

For affiliates unaffiliated with a Tribe directly, building strong relationships with regional Tribes and Native organizations is an essential first step. Affiliates will also need to be able to demonstrate how their services meet specific needs of Native people in the communities they serve.

Allowable Uses

Title VI funds can be used for a wide variety of activities provided they are explicitly oriented toward meeting the academic and cultural needs of Native youth. For example, there is funding for Native American immersion schools. However, the following activities and services relate to the "Improvement of Educational Opportunities for Indian Children and Youth" as defined by ESSA. These funds may be used for:

- Innovative programming tailored to the needs of Native youth;
- Services otherwise unavailable to Native youth to help raise achievement;
- Bilingual and bicultural programs;
- Programs to facilitate school re-engagement and graduation;
- Comprehensive guidance and counseling;
- Career training programs in partnership with local businesses;
- College access services;
- High-quality professional development to help educators better serve Native youth; and,
- Family literacy services.

Program Overview

These funds are designed to provide support and supplemental services specifically for Native youth. This includes, but is not limited, to Tribal schools. Indeed, since the vast majority of Native youth attend a traditional public school, a considerable proportion of these funds will go to LEAs.

To receive funding, eligible entities – LEAs, Tribes, Native organizations, and/or a consortia of these groups – must submit an application to the U.S. Secretary of Education. The application must, at a minimum, include the following elements:

- A description of the program and how it will meet the needs of Native youth in a culturally responsive way;
- A description of the program objectives and outcomes that align with the state's academic standards;
- A plan to use funds to supplement other federal, state, and local programs designed to support Native youth;
- A description of activities the funds will be used to support; and,
- A description of any professional development opportunities that will be provided to help educators better serve Native youth.

Temporary Assistance for Needy Families (TANF)

Relevance for CIS:

These are highly flexible block grants to states. States can design their own TANF structures and processes provided they align with the overarching framework of TANF. CIS affiliates are most likely to access funding under the TANF objectives to reduce teen pregnancy and to promote two parent families.

Details:

Funded annually based on U.S. Congressional appropriations. About $16.5 billion in FY2021.

The program is a state block grant program. States have flexibility to design their programs, set eligibilities, and determine policy and service priorities. These may change from year-to-year.

CIS affiliates may not apply for this competition directly. Funding is distributed via various state-level agencies and offices.

Key Components:

States have considerable autonomy over their TANF programs, the majority of which are not education focused. However, CIS affiliates may partner with various state departments and offices to use TANF funds to provide integrated student supports and related services to meet either the TANF goal of reducing teen pregnancy or promoting two parent families.

Allowable Services:

TANF programs are flexible. As such, their content, requirements, administrations, and funding processes will vary considerably from state-to-state. Similarly, states can elect to provide a wide range of services as long as the activities align with the stated goals of TANF. Therefore, CIS affiliates need to draw a credible connection between their services and TANF's objectives of reducing teen pregnancy and/or promoting two parent families.

See below for a complete discussion of allowable uses under the grant.

Considerations: Although the requirements and reporting may be somewhat less involved than other federal grants, CIS affiliates should nevertheless consider their capacity to administer this program. Additionally, affiliates will want to draw explicitly the relationship between their services and the goals of the TANF program. To access these funds affiliates should build strong relationships with state-level officials across a range of offices and departments, as well as within the relevant committees in the legislature. Finally, the total funding level for TANF hasn't changed since the mid-1990s and has not kept up with inflation.

Program Overview

Temporary Assistance for Needy Families (TANF) is Title IV, Part A of the Social Securities Act. TANF was enacted in 1996 as a part of welfare reform under President Clinton. The program provides block grants to states to support programming oriented toward the following four programs and goals:

- Child care;
- Job preparation, work, and marriage;
- Reducing out of wedlock pregnancies; and,
- Encouraging two-parent families.

Increasing participation in work is a key component of TANF. For parents with or expecting children, to be eligible for funds, they must move into the workforce as quickly as possible. As such, there are work requirements incorporated into the program. To meet these federal requirements, states must ensure that at least 50 percent of families participating in cash assistance programs work at least 30 hours a week.

Despite the specificity of these work requirements, TANF is generally a flexible federal program. States have considerable discretion to establish program eligibility for cash assistance and other programs. Moreover, states have flexibility over the types of services and initiatives they fund with their TANF dollars. An analysis of 2019 TANF spending by state showed basic assistance funding at 21 percent, making it the most common use of TANF funds. Other uses included tax credits, child care, and pre-K education. "Other Services" comprised 14 percent of TANF spending that year.[40]

Given the level of flexibility afforded to states, TANF programs will look different from state-to-state. Even the particular departments and state offices may differ. Also, the particular priorities and programs a state chooses to support with their TANF funds may change year-to-year. In some states, for example, the majority of funding may be used to provide direct support through cash assistance to families, child care subsidies, or tax credits. In those states, it is less likely that there will be funding available to support CIS programming. However, some states may spend far less on direct cash transfer programs, which means those states are investing more heavily in programming. It is in these states that CIS affiliates are best positioned to receive funding through TANF.

CIS can be funded through the TANF programs focused on reducing teen pregnancy and promoting two parent families. Although CIS does not provide sex education, the program and its services are oriented to help children focus on getting an education and planning for the future. Although indirect, these services align with the goals of these two TANF programs and help students focus on positive futures.

Current Affiliates Supported by TANF

CIS of Mid-America works in multiple states, thus works with separate agencies that administer TANF in each state, given that each state operates their programs differently. In Kansas, the mechanism to receive TANF funding has varied over the years, ranging from direct contact from the administering state agency (The Kansas Department for Children and Families – KDCF), to the state legislature directing DCF to allocate funding to them, to applying for competitive TANF grants. The funds are distributed directly to CIS of Mid-America. In Missouri, the legislatures itself directs the administering agency (the Missouri Department of Social Services – MDSS) funding to CIS programming, but provides the funds directly to districts with CIS services. The districts in turn distribute funds to CIS of Mid-America. Also, it often happens in Missouri that despite earmarking TANF funding for organizations and programs, the fund is underspent. This allows some funding to be reallocated to other organizations without creating a competition between other groups and priorities.

In the states it provides services with TANF funding, CIS of Mid-America is required to produce monthly, quarterly, and annual reports on its activities and services under that program. However, they do not need to maintain timesheets as a part of the grant. The precise requirements will vary, perhaps considerably, from state-to-state.

CIS of Nevada was able to access TANF funds because an administrator at the state Department of Health and Human Services reached out to them directly about available funding. Given the relative shortage of youth serving organizations capable of administering a federal grant, as well as due to their strong reputation and relationships across the state, CIS of Nevada was an ideal partner. Through a competitive application process, the affiliate won the grant. The theory of change that permitted TANF funds to be used for CIS services is that children who graduate high school are less likely to be teen parents. As such, CIS of Nevada used TANF funds to provide integrated student supports.

Social Security Act, Title IV, Part A – Block Grants to States for Temporary Assistance for Needy Families (TANF)

Accessing Funds

CIS affiliates cannot apply for TANF funds directly at the federal level. However, affiliates can receive TANF funding through various programs administered through state offices and departments. Given the considerable flexibility states have in administering their TANF programs, it is critical that CIS affiliates understand the state's priorities and current programs.

Since each state administers TANF differently, often across a number of different departments, CIS affiliates will want to build strong relationships with offices throughout state government. This includes legislators on the relevant committees. CIS affiliates who have made use of TANF funds in the past also recommend checking with state officials even if TANF funds are allocated since there may be, at some point, unspent funds and CIS affiliates may be well-positioned to receive surplus funds that need to be spent down.

Finally, affiliates will need to be able to demonstrate clearly how Integrated Student Supports and other services relate to lower incidence of teen pregnancy and promote two-parent families. Affiliates that have made use of TANF funds in the past have successfully argued that each of those goals are served by CIS's work to increase students' achievement and matriculation, as well as postsecondary and career readiness and success.

While the principles of relationship-building and building a strong case for how CIS services comply with some of TANF's goals are consistent, more practical questions of how to specifically access the funds and participate in state TANF programming will vary from state to state.

Allowable Uses

TANF funds are flexible block grants to states and Tribes. The program has a wide range of goals and can be used for a broad variety of services, programs, and activities. Indeed, states have used their TANF funds for "income assistance, child care, education and job training, transportation, aid to children at risk for abuse and neglect, and a variety of other services to help low-income families."[41]

Integrated student supports and other related services CIS affiliates commonly provide to students, families, schools, and districts align with the purposes of the law and are most likely to meet state policy objectives under the TANF program to reduce teen pregnancy and to promote two-parent families.

CIS affiliates have accessed TANF funds in the past because providing Integrated Student Supports helps raise student achievement and increase graduation, as well as student readiness of postsecondary education and careers – all of which are related with a lower incidence of teen pregnancy. Moreover, by supporting students' academic achievement and graduation, and by preparing them for postsecondary education or a career that pays a living wage, CIS affiliates can contribute to increasing the likelihood of participants forming two-parent families.

Program Overview

To receive TANF funds, states must submit an application describing how the state will assist needy families with or expecting children, provide job training for parents, as well as provide support services to help parents work and ultimately leave the program. Additionally, the application must describe the state's goals and plans to prevent and reduce out-of-wedlock pregnancies, particularly teen pregnancies. As a part of the initiative to limit teen pregnancies, the state must also detail a program to provide education on the "problem of statutory rape so that teenage pregnancy prevention programs may be expanded to include men."[42] Finally, the application must include details on how the state will ensure participants can access their TANF funds with minimal fees.

In addition to the details of their family assistance program, states must also include information in their application on a number of special provisions. For example, the application needs to indicate how the state plans to treat families migrating into the state, as well as those who are not citizens of the country. In general, federal law prohibits TANF funds under most programs from being distributed to migrant families until they have been in country for at least five years.

There are several state grants under TANF, including: Healthy Marriage Promotion and Responsible Fatherhood Grants and Welfare-to-Work Grants. Each program includes additional details and information that the state must supply as a part of its application.

TANF funding is granted directly to Native tribes to support Welfare-to-Work and Family Assistance programs. As a part of their Family Assistance plan, Tribes must submit an application that includes information regarding any third-party organizations they will work with to provide services and programming.

Federal TRIO Programs

Relevance for CIS:

Among the eight TRIO programs, there are three that clearly align with CIS's model and services. A fourth also applies in particular circumstances. Applications are competitive and held every four years. Awards are for five years.

Details:

Funded annually based on U.S. Congressional appropriations. About $1.1 billion in FY2021.

The program consists of eight different competitive programs. While the specifics vary, in general the programs all focus on supporting college access and completion for disadvantaged and first-generation postsecondary students.

CIS affiliates may apply for this competition directly. They may also apply in collaboration with other entities.

Key Components:

There are eight different TRIO programs. CIS's Integrated Student Supports aligns with the purposes of three of them: Talent Search, Upward Bound, Upward Bound Math-Science. A fourth program, Educational Opportunity Centers (EOCs), is also relevant, but it is designed to serve participants over secondary school age. An EOC may serve younger students if there is not a nearby Talent Search program.

Grant competitions are held every four years. Awards are for five years.

Allowable Services:

The programs focus on a wide range of services and activities oriented around increasing college access and earning postsecondary degrees for disadvantaged and first-generation college students.

Among the four relevant programs, activities and services include: counseling, tutoring, mentoring, as well as assisting with college entrance exams, applications, and financial aid.

See below for a complete discussion of allowable uses under the grant.

Considerations: For some of the TRIO programs, affiliates will need to consider incorporating additional services to meet program requirements. Although the requirements and reporting may be somewhat less involved than other federal grants, CIS affiliates should nevertheless consider their capacity to administer this program. To access these funds, affiliates should build strong relationships with regional institutions of higher education, as well as with other organizations providing college preparation, access, support, and completion services. Finally, the grant competitions are open every four years, so interested affiliates will want to consider the best timing to prepare for and make their application.

Overview

The TRIO program began during President Lyndon Johnson's War on Poverty as three programs spread across the Elementary and Secondary Education Act (ESEA), and the Higher Education Act (HEA). At the time, the TRIO program included Upward Bound, Talent Search, and Special Services for Disadvantaged Students, now known as Student Support Services.

The TRIO program is designed to serve students from low-income families and first-generation college students. Since its founding, the TRIO program expanded from its original three programs to include eight different programs:

- **Educational Opportunity Centers (EOCs)** – Funds programs to provide: Counseling, tutoring, mentoring, information on postsecondary education opportunities, and help completing admissions and financial aid applications.
- **Ronald E. McNair Postbaccalaureate Achievement** – Funds institutions of higher education to prepare candidates from disadvantaged backgrounds for doctoral studies.
- **Student Support Services** – Funds institutions of higher education to provide students with opportunities for academic development, meet requirements, and ultimately complete their degree.
- **Talent Search** – Funds programs that provide academic, career, and financial counseling to students from disadvantaged backgrounds to support high school graduation and postsecondary completion.
- **Upward Bound** – Funds programs for high school students to prepare for college entrance that must include academic tutoring as well as postsecondary counseling and guidance. Programs may also include mentoring, work-study, and other related programs.
- **Upward Bound Math-Science** – Funds programs to help students to excel in math and science and to encourage them to purpose postsecondary degrees and careers in math and science professions.

CIS affiliates are best positioned to administer Education Opportunity Centers, Talent Search, Upward Bound, and Upward Bound Math-Science.

Current Affiliates Supported by TRIO

CIS of Charlotte Mecklenburg has operated a TRIO Talent Search program for multiple grant periods. To develop and submit their first TRIO application, CIS of Charlotte Mecklenburg employed a contract grant writer who had experience with TRIO. This is because the application process is lengthy, complex, and quite specialized. The application totals approximately 75 pages and includes a detailed discussion of the need, proposed budgets, operations plans, among other critical information. Once CIS of Charlotte Mecklenburg was awarded the grant, it found that because TRIO services are fully funded by the TRIO grant – there is no matching requirement – federal accounting requirements were more straightforward.

With its Talent Search program, CIS of Charlotte Mecklenburg supports about 250 students each year. The program is designed to increase college access for students from low-income families and those who would be first-generation college students. Services include college tours, workshops on financial aid and course registration, college exam preparation, and support with admissions applications. CIS of Charlotte Mecklenburg provides services that begin in freshman year, stacking annually through high school graduation. Unlike many TRIO Talent Search programs, CIS of Charlotte Mecklenburg employs the CIS model and embeds its staff within the school rather than having staff bounce from building to building. This allows staff to share important lessons and best practices across the communities they serve and the services they provide. Indeed, CIS of Charlotte Mecklenburg found that its TRIO program pairs nicely with CIS services and the CIS approach to providing services helps it administer the Talent Search program more successfully.

Education Opportunity Centers (EOCs)

Accessing Funds

Community-based organizations such as CIS affiliates are eligible to apply for EOC funding provided they have experience working with disadvantaged individuals who are at least 19 years old. Specifically, CIS affiliates should only apply for this program if they have experience working with young people who either recently entered or plan to enter a higher education institution. However, there is a caveat. If the area served by the EOC does not also include a TRIO Talent Search program,[43] then the EOC may be opened to participants younger than 19 years old. The selection criteria and corresponding points are posted in the Federal register. The program prioritizes programs with a demonstrated need for the project.[44]

Since the application period recently closed in March 2021, the next opportunity to receive an EOC grant won't be for four more years. Interested CIS affiliates who provide services to young adults or who operate in a region without a TRIO Talent Search program should plan ahead to begin the application process early. In advance of making the application, interested affiliates should consider identifying potential participants. To meet federal requirements, at least two-thirds of an EOC's participants must be from low-income backgrounds and be first-generation college students. Additionally, interested affiliates may want to build relationships and experience with local and regional institutions of higher education to become familiar with their programs, services, entrance requirements, and other information necessary to advise young people interested in pursuing higher education.

Allowable Uses

The primary purpose of EOCs is to support students from disadvantaged backgrounds to successfully transition to a postsecondary institution. There are a wide variety of activities an EOC may provide to achieve that goal, including:

- Public information campaigns regarding postsecondary education opportunities;
- Academic advising;
- Assisting students to apply for admission and financial aid;
- Preparing for college entrance exams;
- Career counseling;
- Tutoring;
- Mentoring programs involving teachers, faculty members, or students;
- High school reentry or entering a GED program; and,
- Activities specifically designed for English-language learners, groups traditionally underrepresented in postsecondary education, students with disabilities, children experiencing homelessness, foster youth, or other disconnected participants.

In addition to these activities, EOCs can provide other services so long as they align with the purposes of the program and are tailored to the needs of disadvantaged, first-generation college students.

Program Overview

TRIO's EOC program is a grant competition held every four years. Grants are awarded for five-year terms. The most recent application cycle closed in spring 2021.[45] In addition to describing their services, goals and objectives, qualifications, and demonstrating their status as an eligible nonprofit, CIS affiliates will also need to provide assurances that at least two-thirds of participants will be from low-income backgrounds who are potential first-generation college students, as well as how the project will collaborate with GEAR UP and similar programs. Applicants are required to follow the common instructions for applications to the U.S. Department of Education for discretionary grant programs.[46] In 2021 there were also three competitive priorities that awarded qualifying applicants additional points: supporting veterans, providing flexible paths to gaining knowledge and skills, and meeting the *demonstrates a rationale* tier of evidence. In a one-page abstract, applicants needed to declare what competitive priorities their application meets.

Finally, all grantees are required to submit an annual performance report on progress toward meeting their objectives. Additionally, grantees must maintain participant records, including eligibility, the services received, educational benefits accrued, and if possible, any services received from another TRIO or similar federally funded program.

Talent Search

Accessing Funds

Community-based organizations such as CIS affiliates are eligible to apply for EOC funding provided they have experience working with disadvantaged individuals who are between 11 and 27 years old. CIS's services align with the programmatic goal of supporting disadvantaged students and preparing them to enter and successfully complete postsecondary education. CIS affiliates may also apply in collaboration with other public or private organizations, secondary schools, and institutions of higher education. The selection criteria and corresponding points are posted in the Federal register. The program prioritizes programs with a demonstrated need for the project.[47]

The most recent competition closed in spring 2021. A TRIO Talent Search program competition is held every four years. Interested CIS affiliates should plan ahead to begin the application process early. In advance of making the application, interested affiliates should consider identifying potential participants. To meet federal requirements, at least two-thirds of an EOC's participants must be from low-income backgrounds and be first-generation college students. Additionally, those participants must have completed at least the fifth grade.

While the CIS Integrated Student Supports model aligns with the purpose and goal of the TRIO Talent Search program, interested affiliates may nevertheless want to build relationships and experience with local and regional institutions of higher education. Becoming familiar with their programs, services, entrance requirements, and other information will help to tailor services and advising to young people interested in pursuing higher education.

Allowable Uses

Under TRIO's Talent Search program, there are services that participating organizations must provide, as well as additionally activities that they may provide.

A Talent Search program must include the following services:

- Connections to high-quality tutoring services to complete secondary or postsecondary courses;
- Advice in course selection;
- Assistance in preparing for college entrance exams and in completing college applications;
- Information and assistance in accessing the full range of financial aid programs;
- Guidance and assistance in high school reentry or GED enrollment; and,
- Financial and economic literacy for participants and/or their parents.

A Talent Search program may include the following:

- Academic tutoring, including instruction in math, reading, science and other subjects;
- Personal and career counseling;
- Exposure to college campuses, cultural events, and other activities often unavailable to disadvantaged youth;
- Workshops for participant families;
- Mentoring programs for students, teachers, counselors, or faculty members; and
- Activities specifically designed for English-language learners, groups traditionally underrepresented in postsecondary education, students with disabilities, children experiencing homelessness, foster youth, or other disconnected participants.

Program Overview

TRIO's Talent Search program is a grant competition held every four years. Grants are awarded for five-year terms. The most recent application cycle closed in spring 2021.[48] In addition to describing services, goals and objectives, qualifications, and demonstrating status as an eligible nonprofit, CIS affiliates will also need to provide assurances that at least two-thirds of participants will be from low-income backgrounds who are potential first-generation college students.

Applicants are required to follow the common instructions for applications to the U.S. Department of Education for discretionary grant programs.[49] In 2021, there were also three competitive priorities that awarded qualifying applicants additional points: fostering knowledge and skills students need to be successful individuals and citizens, promoting STEM education with a particular focus on computer science, and meeting the *demonstrates a rationale* tier of evidence. In a one page abstract, applicants needed to declare what competitive priorities their application meets.

Finally, all grantees are required to submit an annual performance report on progress toward meeting their objectives. Additionally, grantees must also maintain participant records, including their eligibility, a needs assessment for the participant, the services they received, educational progress as a result of services, and if possible, any services they received from another TRIO or similar federally funded program.

Upward Bound

Accessing Funds

Community-based organizations such as CIS affiliates are eligible to apply for an Upward Bound funding provided they have expertise and experience providing college preparation services for high school students. CIS's services align with the programs goal of supporting disadvantaged students and preparing them to enter and successfully complete postsecondary education. CIS affiliates may also apply in collaboration with other public or private organizations, secondary schools, and institutions of higher education. The selection criteria and corresponding points are posted in the Federal register. The program prioritizes programs with a demonstrated need for the project.[50]

The most recent competition closed in spring 2016. A TRIO Upward Bound program competition is held every four years. The next competition should open in fall 2021. Interested affiliates should begin preparing as soon as possible for the application, including collecting documentation of the evidence-base for services and identifying potential participants and partners. There should be a notice of the competition published in the Federal Register and applications will likely be submitted through Grants.gov. There, affiliates can download the application package.

Allowable Uses

Under TRIO's Upward Bound program, there are services that participating organizations must provide, as well as activities that they may provide.

An Upward Bound program must include the following services:

- Academic tutoring to support participants complete secondary and postsecondary courses, which may include instruction in math, reading, and other subjects;
- Guidance on secondary and postsecondary course selection;
- Assistance with college entrance exams, as well as admissions and financial aid applications;
- Guidance on local secondary school reentry, alternative education settings, or GED programming; and,
- Counseling to improve financial and economic literacy for students and their parents.

An Upward Bound program may include the following:

- Exposure to college campuses, cultural events, and other activities often unavailable to disadvantaged youth;
- Career education;
- On-campus residential programs;
- Mentoring programs for students, teachers, counselors, or faculty members;
- Work-study programs that expose participants to careers that require a postsecondary degree; and,
- Activities specifically designed for English-language learners, groups traditionally underrepresented in postsecondary education, students with disabilities, children experiencing homelessness, foster youth, or other disconnected participants.

Program Overview

TRIO's Upward Bound program is a grant competition held every four years. Grants are awarded for five-year terms. The most recent application cycle closed in fall 2016.[51] In addition to describing services, goals and objectives, qualifications, and demonstrating their status as an eligible nonprofit, CIS affiliates will also need to provide assurances that at least two-thirds of participants will be from low-income backgrounds who are potential first-generation college students. The remaining participants must either be from low-income families, would be first-generation college students, or are at a high risk for academic failure. Additionally, participants must be at least 13 years old and not older than 19 years old.

For the 2017 application there was one competitive priority: programs that meet the federal government standard for "moderate evidence." See the *Standards for Evidence* section of this book for a discussion of federal evidence standards and for resources establishing the evidence of CIS's programmatic efficacy. The competitive priorities may change in the next competition. The full application package for the next competition will be noticed in the Federal Register and on Grants.gov.

Finally, all grantees are required to submit an annual performance report on progress toward meeting their objectives. Additionally, grantees must also maintain participant records, including their eligibility, the basis for determining the participant needs academic support to pursue education after secondary school, the services they received, educational progress as a result of services, including during the pursuit of a postsecondary degree, and if practicable, any services they received from another TRIO or similar federally funded program.

Upward Bound Math-Science

Accessing Funds

Community-based organizations such as CIS affiliates are eligible to apply for Upward Bound Math-Science funding provided they have experience working with disadvantaged individuals. CIS's services align with the programs goal of supporting disadvantaged students and preparing them to enter and successfully complete postsecondary education. For this program, however, the services are must aligned with careers in math and science fields.

CIS affiliates may also apply in collaboration with other public or private organizations, secondary schools, and institutions of higher education. The selection criteria and corresponding points are posted in the Federal register. The program prioritizes programs with a demonstrated need for the project.[52]

The most recent competition closed in spring 2017. A TRIO Upward Bound Math-Science program competition is held every four years. The next competition should open in 2021. Interested affiliates should begin preparing as soon as possible for the application, including collecting documentation of the evidence base for services and identifying potential participants and partners. There should be a notice of the competition published in the Federal Register and applications will likely be submitted through Grants.gov. There, affiliates can download the application package.

Allowable Uses

Under TRIO's Upward Bound Math-Science program, there are services that participating organizations must provide, as well as activities that they may provide.

An Upward Bound Math-Science program must include the following services:

- Academic tutoring to support participants complete secondary and postsecondary courses, which may include instruction in math, reading, and other subjects;
- Guidance on secondary and postsecondary course selection;
- Assistance with college entrance exams, as well as admissions and financial aid applications;
- Guidance on local secondary school reentry, alternative education settings, or GED programming;
- Counseling to improve financial and economic literacy for students and their parents;
- Intensive mathematics and science instruction, including hands-on experiences in labs and on computers;
- Opportunities to learn from mathematicians and scientists who work at colleges, universities, hospitals, or governmental labs;
- Tutoring and counseling by undergraduate and graduates mathematics and science majors;
- Summer instruction to simulate the college-going experience of at least six weeks; and,
- A math and science summer bridge program.

An Upward Bound Math-Science program may include the following:

- Exposure to college campuses, cultural events, and other activities often unavailable to disadvantaged youth;
- Career education;
- On-campus residential programs;
- Mentoring programs for students, teachers, counselors, or faculty members;
- Work-study programs that expose participants to careers that require a postsecondary degree; and,
- Activities specifically designed for English-language learners, groups traditionally underrepresented in postsecondary education, students with disabilities, children experiencing homelessness, foster youth, or other disconnected participants.

Program Overview

TRIO's Upward Bound Math-Science program is a grant competition held every four years. Grants are awarded for 5-year terms. The most recent application cycle closed in fall 2017.[53] In addition to describing their services, goals and objectives, qualifications, and demonstrating their status as an eligible nonprofit, CIS affiliates will also need to provide assurances that at least two-thirds of participants will be from low-income backgrounds who are potential first-generation college students. The remaining participants must either be from low-income families, would be first-generation college students, or are at a high risk for academic failure. Additionally, participants must have completed at least the eighth grade.

For the 2017 application there was one competitive priority: programs that meet the federal government standard for *moderate evidence*. See the *Standards for Evidence* section of this book for a discussion of federal evidence standards and for resources establishing the evidence of CIS's programmatic efficacy. The competitive priorities may change in the next competition. The full application package for the next competition will be noticed in the Federal Register and on Grants.gov.

Finally, all grantees are required to submit an annual performance report on progress toward meeting their objectives. Additionally, grantees must also maintain participant records, including their eligibility, the basis for determining the participant needs academic support to pursue education after secondary school, the services they received, educational progress as a result of services, including during the pursuit of a postsecondary degree, and if practicable, any services they received from another TRIO or similar federally funded program.

Workforce Investment and Opportunity Act (WIOA)

Relevance for CIS:

Among the many programs supposed by WIOA, CIS affiliates are best-suited to participate in the Youth Workforce Investment program. However, that program is designed principally, but not exclusively, for out-of-school youth. Two other programs may be an option for CIS affiliates depending on their structure, services they provide, and the communities they serve.

Details:

Funded annually based on U.S. Congressional appropriations. Funds are distributed via formula to states.

The program consists of many different, often competitive programs. While the specifics vary, in general the programs all focus on supporting acquiring a diploma, a postsecondary credential, and gaining a job that pays a living wage. Most of the programs are oriented around adults. However, there are a few programs CIS affiliates may be able to engage in and that targets ages 16-24 year olds.

CIS affiliates may apply for funding through state and local agencies. For the Job Corps, program administration is conducted at the federal level.

Key Components:

WIOA is administered and developed by multiple federal agencies. Among states, it is conducted at both the state and local level. Indeed, regional and local workforce boards play a significant role in developing the specifics of programs that CIS affiliates may participate in

CIS affiliates are best positioned to deliver Youth Workforce Investment activities. They may also qualify for Job Corps or Adult Education and Literacy programs.

Allowable Services:

The programs focus on a wide range of services and activities oriented around increasing credentials, skills relevant to postsecondary education and training, as well as job training and placement.

Among the most relevant programs, activities and services include: counseling, tutoring, mentoring, internships, financial literacy, and job placement support.

See below for a complete discussion of allowable uses under the grant.

Considerations: For the most part, WIOA programs are outside of CIS's typical services. The CIS Integrated Student Supports model likely aligns with the share of Youth Workforce Investment services for in-school youth. However, the majority of funding under that program is for out-of-school youth. CIS affiliates should consider whether these programs align with their capacities and services. To access these funds, affiliates should build strong relationships with local and regional workforce investment boards, as well as counterparts at the state level. Affiliates should also be familiar with the state and local WIOA plans. Finally, affiliates should be conscious that WIOA funding is reimbursement based and receiving funding typically runs several months behind the provision of services.

Overview

The Workforce Investment and Opportunity Act (WIOA) was passed in 2014. It reauthorized the Workforce Investment Act (WIA) of 1998. WIOA is a comprehensive federal law supporting state and local efforts to build a high-quality workforce ready for 21st century careers. The federal departments of Education, Labor, Health and Human Services, Agriculture, as well as Housing and Urban Development collaborate to lead and implement WIOA. State WIOA funding allocations are formula-based grants.

WIOA includes six core programs, which states are required to coordinate. Those programs include: Adult Services, Dislocated Workers, Youth Services, and Wagner-Peyser Programs with the U.S. Department of Labor, as well as the U.S. Department of Education's Adult Education and Literacy program, and rehabilitation services. WIOA requires states to develop a unified state plan that is a four- year strategic vision that outlines how they will administer core programs aligned with state, regional, and local workforce needs. As a part of that plan, states may incorporate other, WIOA-related programs such as their work with the Temporary Assistance for Needy Families (TANF) program, or programs through the Carl D. Perkins Career and Technical Education Act. The TANF program is discussed in detail in a previous section of this book.

There are three WIOA programs CIS affiliates are well suited for:

- Youth Workforce
- Job Corps
- Adult Education and Literacy

These programs, while relevant, often differ from the traditional activities and services CIS affiliates provide. The Youth Workforce program, for example, is designed to serve mostly young people who are out of school. Moreover, WIOA will look different from state-to-state. As such, affiliates who provide services and administer programs aligned with WIOA's goals and the individuals eligible for the program should understand their state's WIOA plan, identify and engage with relevant Departments and state offices, and connect with current one-stop shops and other providers.

Current Affiliates Supported by WIOA

Several years ago, CIS of Memphis was approached and encouraged to apply for an in-school grant funded through Shelby County's Workforce Investment Opportunity Act (WIOA) program. Its application was successful, and it provided targeted work to support the academic, postsecondary, and career needs of approximately 80 juniors and seniors over two years.

As that grant closed, the leadership of the Shelby County workforce board changed. The organization's new leader already had familiarity with CIS and was enthusiastic to continue partnering with CIS of Memphis. In the next application process, CIS of Memphis won a significantly larger grant to provide similar services for more young people. The program was expanded to serve over 200 youth in 11th and 12th grade, as well as those in the first two years of college.

CIS of Memphis underwent a significant transition from its first to second WIOA grant. The first was a small grant to provide limited services to a relatively small set of students. The second grant was significantly larger and led to a program that delivered comprehensive services to over 200 students in high school and college across several counties. Setting up the appropriate accounting, management, and program-level processes was critical for CIS of Memphis to make that transition successfully.

Youth Workforce Investment Activities

Accessing Funds

CIS affiliates do not apply directly to the federal government for these funds. Also, it is unlikely that they apply to state agencies. Instead, it is most likely that interested and eligible affiliates will work with regional or local workforce development boards established as a part of the state's unified or combined WIOA plan. For example, CIS of Memphis originally received WIOA funding through Shelby County. Subsequently, a regional nonprofit, Workforce Mid-South, was setup to administer youth-serving workforce programs.[54]

To access WIOA funding, CIS affiliates should identify local or regional workforce boards or organizations that administer WIOA programs and services. Affiliates should build relationships with those entities, as well as their counterparts at the state-level. Additionally, affiliates should build and expand existing relationships with the local business community, colleges and universities, as well as community members to identify and understand existing needs and opportunities. Finally, affiliates should build the evidence base for services aligned with WIOA's Youth Workforce Investment program.

Allowable Uses

WIOA's Youth Workforce Investment program includes a wide range of uses, as well as critical elements the programs supported by the program must include. Eligible entities must use these funds to develop programs that, at a minimum:

- Provide objective assessments of participants' academic skills and service needs. This includes a review of their basic and occupational skills, prior work experience, employability, interests, and aptitudes;
- Develop strategies for each participant linked with at least one performance indicator, such as:
    o The percentage of participants who are in unsubsidized employment during the second quarter after completing the program;
    o The median earnings or participants in unsubsidized labor during the second quarter after completing the program; or,
    o The percentage of participants who, during the program, are enrolled in an education or training program leading to a recognized postsecondary credential, employment, and who are on track to earning such a credential or employment.
- Provide:
    o Activities leading to a secondary diploma or its equivalent, or a postsecondary credential;
    o Preparation for postsecondary education and training;
    o Create strong ties between academic instruction and occupational education leading to a postsecondary credential;
    o Preparation for unsubsidized employment; and,
    o Effective connections with employers in in-demand sectors and industries.

The services and activities provided through WIOA's Youth Workforce program should also include elements consisting of:

- Tutoring, study skills training, instruction, dropout prevention, and recovery strategies leading to a secondary diploma, its equivalent, or a postsecondary credential;
- Paid and unpaid work experiences, including:
    o Summer employment opportunities
    o Pre-apprenticeship programs
    o Internships and job shadowing
    o On-the-job training opportunities
- Occupational skills training;
- Leadership development opportunities;
- Adult mentoring during the program and after its completion for at least 12 months
- Follow-up services for at least 12 months after completion of the program;

- Employer connections; and,
- Financial literacy and entrepreneurial skills training.

Program Overview

The Youth Workforce Investment program is a part of WIOA's larger Workforce Development Activities program. As such, a state's plans to administer the program is captured in its four-year plan that it submits to the federal government to receive WIOA funding. The state grants or contracts the vast majority of funding for the Youth Workforce Investment program to eligible entities across the state to provide services. These entities must create a local WIOA plan that aligns with the state plan. These regional and local offices collaborate with other public and private entities, including community-based organizations to provide services and program to eligible youth.

Under WIOA's Youth Workforce Investment program, 75 percent of program participants must be out-of-school youth. Qualifying out-of-school youth are aged 16 to 24 and have at least one of the following characteristics:

- School dropout
- Youth in age of compulsory school attendance but who has not attended for a least the most recent calendar year
- A recipient of a diploma or its equivalent who is low-income and deficient in basic skills or an English-language learner
- Involved with the juvenile or adult justice systems
- Homeless
- Pregnant or parenting
- Has a disability
- Low-income and in need of additional support to enter or complete an education program or gain employment.

At least 20 percent of participants must be in-school youth. Qualifying in-school youth are aged 14 to 21, are currently attending school, are low-income, and have at least one of the following characteristics:

- Basic skills deficient
- English-language learner
- An offender
- Pregnant and parenting
- Have a disability
- Need additional assistance to complete an education program or to secure employment

That ratio may be reduced to a 50-50 split if, after an analysis of the in- and out-of-school youth populations, the state determines that a region or locality cannot use at least 75 percent of the available funds to serve out-of-school youth. In such a case, the state must submit a formal request to the Secretary and provide a summary of the analysis they conducted.

Jobs Corps

Accessing Funds

The WIOA Job Corps program is an intensive education and job training program that the vast majority of CIS affiliates likely are unqualified to operate. However, an affiliate may determine it serves its communities' needs to adapt their offerings to include the kind of services provided by the Jobs Corps Program. Most notably, Job Corps is a residential program. This would be a considerable shift from the design, structure, and substance of CIS's Integrated Student Supports model. However, there are some instances of Job Corps programs being non-residential.

To become a Jobs Corps Operator, a CIS affiliate will need to be selected through a competitive process by the U.S. Secretary of Labor. Alternatively, interested affiliates may instead be able to collaborate with one of the 126 existing Job Corps Operators located across the country to provide an array of services.

Allowable Uses

Job Corps Centers are residential programs that provide intensive education programming, career and technical education, job training, work-based learning, counseling, and recreational activities. Jobs Corps Operators should also provide career services, including:

- Initial assessment of skills;
- Job search and placement assistance;
- Recruitment and other business services on behalf of employers;
- Referrals to and coordination with other programs and services; and,
- Job vacancy listing and information related to local career opportunities

Program Overview

The Job Corps program is a residential program for at-risk youth aged 16 to 24. It includes general education, as well as career and technical education programming. Eligible participants are low-income and at least one of the following: basic skills deficient, a school dropout, experiencing homelesesness, a parent, or someone who requires additional education to obtain employment.

Every two years, the U.S. Secretary of Labor will develop a plan to assign enrollees to Job Corps centers. As a part of that process, the Secretary will also evaluate the capacity of existing Operators to meet the needs effectively. New organizations may be selected through a competitive process to become operators. Currently there are 126 operators across the country.[55] Interested and eligible potential participants can apply directly to the program.[56] Accepted individuals will be assigned to an Operator that best fits their needs.

Adult Education and Literacy

Accessing Funds

CIS affiliates that provide education and literacy services for adults may apply to their state agencies, likely their SEA, to become a local provider. However, this program does not align with CIS's Integrated Student Supports model since in-school students are ineligible to participate.

Multi-year grants to eligible entities to provide services are awarded on a competitive basis. In advance of making an application, interested affiliates should review local and state WIOA plans to ensure the activities and services it can provide are aligned. Moreover, affiliates should assess community needs, and build an evidence base demonstrating the efficacy of its work.

Allowable Uses

Although the majority of funding flows to local providers, states may retain some funding to administer programs, provide technical assistance, and conduct research. States are required to conduct a number of leadership activities. However, third-party organizations are not eligible to administer these activities.

Local providers, however, have wide latitude with the type of services and activities they may provide under the Adult Education and Literacy program. In their application, eligible entities must describe how it will spend the funds, how those services align with the local plan, and how its program will meet participant needs.

Program Overview

WIOA's Adult Education and Literacy program is administered through the U.S. Department of Education. To participate in the program states must include a plan for the program within their combined or unified WIOA state plan. Additionally, to receive funding, states must provide a match of 25 percent of the total amount of funds received for the program. These non-federal contributions may be made in cash or in kind.

Participating states are required to distribute 82.5 percent of the funds to local entities to provide services. No more than 12.5 percent may be reserved for state leadership activities. Among those leadership activities, states are required to:

- Align adult education and literacy with other core WIOA programs;
- Establish and operate high-quality professional development to improve instruction;
- Provide technical assistance; and,
- Monitor and evaluate the program.

In addition to these required activities, states may also:

- Provide support for regional networks of literacy resource centers;
- Develop and implement relevant technology;
- Integration of literacy and English language instruction with occupational skill training;
- Identify curriculum frameworks; and,
- Develop and pilot strategies for improving teacher quality and retention.

The state must distribute at least 82.5 percent of funding through a competitive process to eligible entities. Eligible entities must submit an application to the state that includes, among other elements, at least the following:

- Description of how the funds will be spent;
- Description of any cooperative arrangements with other agencies or institutions;
- Description of how it will provide services aligned with the local WIOA plan;
- How it will meet state performance metrics and collect data; and,
- How it will meet individual needs.

In making awards, the agency needs to consider, among other elements, the following:

- Regional needs identified in the local WIOA plan;
- How well the application will serve the individuals in the community with the greatest needs;
- Ability to serve people with disabilities;
- Past effectiveness in improving adult literacy;
- Program's evidence base; and,
- Demonstrated alignment with the local plan's goals and strategies.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Relevance for CIS:

The goals and services of GEAR UP are aligned with CIS. However, for an affiliate to access these funds, it will need to form a partnership with school districts and several other entities. As such, only in the right circumstances is the GEAR UP program appropriate for a CIS affiliate to administer.

Details:

Funded annually based on U.S. Congressional appropriations. In FY2020, the total budget was $365 million.

GEAR UP includes a State and a Partnership program. The Partnership program is most relevant to CIS affiliates. Although the specifics will vary, GEAR UP programs are designed to support low-income students accessing and completing a postsecondary degree.

CIS Affiliates may apply for funding through the Partnership program only in collaboration with at least one LEA, IHE, and other community organization.

Key Components:

The GEAR UP Partnership program is operated in school districts and provides direct services to students. The program uses a cohort approach and supports students beginning no later than 7th grade through at least the 12th grade.

CIS affiliates may access these funds *only* in partnership with at least one school district, one institution of higher education, and at least one other community organization.

Allowable Services:

GEAR UP programs include a wide range of activities. Program operators are required to include activities that: Provide information on financial aid, encourage students to enroll in advanced classes, and improve high school graduation, college application, and enrollment rates.

In addition, GEAR UP programs may include other activities, such as: Tutoring, college campus visits, college application support, and increasing parent engagement.

See below for a complete discussion of allowable uses under the grant.

Considerations: To administer a GEAR Up program, CIS affiliates will need to be able to join an extensive partnership with other organization. Forming such a collaboration can be challenging. Additionally, since GEAR UP grants are for at least six years, CIS affiliates will want to think carefully about which other entities partner with.

Accessing Funds

A CIS affiliate may access GEAR UP funding provided it participates in a partnership with at least one LEA and at least one institution of higher education. CIS affiliates may not operate a GEAR UP program independently.

Given these constraints, interested CIS affiliates will need to identify and collaborate with school districts that serve a high concentration of low-income students. Additionally, the schools that will participate in the program will need to have at least 50 percent of students eligible for free and reduced priced lunch. Finally, the school must also have a demonstrated need for support to help students earn their high school diploma and successfully enroll in and complete a postsecondary education program.

As a first step, interested CIS affiliates should identify any existing GEAR UP programs operating in its partner or nearby districts.[57] To provide a GEAR UP Partnership program does not require the participation of community-based organizations. As such, it may be possible for CIS affiliates to join existing Partnership programs to provide new or amplify existing services.

In the instance that there is not an existing GEAR UP program, CIS affiliates should engage with school districts to gauge their need and interest. Once the affiliate identifies a potential school district partner, it should identify another community organization interested and suitable to contribute to the GEAR UP program. Finally, it should work to find an institution of higher education to collaborate with. The affiliate may include additional LEAs or institutes of higher education. This partnership submits an application for a grant to the U.S. Department of Education.

Allowable Uses

The GEAR UP program includes both required and permissible activities. Every GEAR Up program must provide comprehensive mentoring, outreach, and supportive services to participants. To that end, GEAR UP programs must provide the following activities:

- Provide information on postsecondary financial aid;
- Encourage students to enroll in rigorous courses and help to limit the need for remedial classes at the postsecondary level;
- Increase the number of participants who:
  - Graduate with a high school diploma;
  - Complete college applications; and,
  - Enroll in a postsecondary education program.

Aside from the required activities, GEAR UP is relatively flexible and permits grantees to provide a range of services and activities, including:

- Providing tutors and mentors;
- Providing supportive services;
- Supporting the development and implementation of advanced academic curricula, which may include college preparatory, Advanced Placement, or International Baccalaureate programs;
- Supporting dual or concurrent enrollment programs;
- Providing tutoring in STEM;
- If eligible, providing support for scholarships;
- Taking trips to colleges and universities;
- Providing extended school day, school year, or summer programs that offer additional classes or help with college admissions; and,
- Fostering and improving parental involvement by promoting the advantages of a college degree;

Program Overview

GEAR UP is a competitive grant program within the Higher Education Act designed to increase college attendance for low-income students. Grants typically are awarded for six years. However, programs designed to support students during their first year in college can be awarded for seven years. Priority is given to those applicants with a proven record of early interventions leading to college access.

GEAR UP includes two programs: state and partnership. The state program is for SEAs to operate statewide activities, often centered on professional development and community engagement around college access and completion. The partnership program works in schools to directly support students. Eligible partnerships include at least one LEA and at least one institution of higher education. In addition to those two entities, a partnership *may* include at least two community organizations.

GEAR UP employs a cohort approach to its participants. Programs must provide services to students beginning by the 7th grade and continuing through the 12th grade. Programs may continue into participants' first year of college. Participating schools must serve at least 50 percent of students who qualify for free- and reduced-price lunch.

To win a GEAR UP grant, applications must be able to match 50 percent of the cost of the program from state, local, institutional, or private funding sources. The matching funding may be in cash or in kind. The matching funds may be accrued over the full duration of the grant, but participants must make "substantial progress" in meeting that requirement each year of the grant.

Partnerships submit applications to the U.S. Secretary of Education that includes, at a minimum, the following elements:

- A description of the activities they undertake through this program;
- How the program will fill vacancies;
- How they will serve students attending different schools;
- How they will coordinate with other federal, state, and local programs;
- Their approach to awarding scholarships if they choose to provide them; and,
- A description of their matching funding sources.

Corporation for National and Community Service: AmeriCorps

Relevance for CIS:

Two of AmeriCorps programs can be used to support CIS's work. While the grants may not directly support a site coordinator or integrated student supports, funds can be used to add staff capacity to deliver a wide range of student and community supports.

Details:

Funded annually based on U.S. Congressional appropriations. In Typically, AmeriCorps invests more than $800 million annually.

Depending on the program, participant organizations often receive support through AmeriCorps members for a period of time rather than through direct grant funding.

In some cases, CIS affiliates may apply directly to the program. In others, affiliates apply through their State Service Commission.

Key Components:

Rather than receiving grant funding, most often organizations operating AmeriCorps programs recruit AmeriCorps members to work with them and provide services.

CIS affiliates qualify for the AmeriCorps State and National program, which covers a wide range of issues including education. Affiliates also qualify for the AmeriCorps VISTA program, which focuses on anti-poverty projects.

Allowable Services:

The AmeriCorps programs relevant to CIS affiliates are quite flexible. It is important, however, that the programs leverage "people power" to provide services and meet community needs.[58]

Although the program defines it broadly, organizations participating in AmeriCorps VISTA must focus their services to combat poverty.

See below for a complete discussion of allowable uses under the grant.

Considerations: These AmeriCorps programs typically differ from a traditional federal grant since participants generally receive support from AmeriCorps members in lieu of grant funding. CIS affiliates will need to determine capacity to take on additional, rotating staff, train and support them, and develop community partnerships where it can provide services. Additionally, the number of AmeriCorps members an organization may have can change year-to-year, which can present sustainability challenges.

Overview

Established in 1993, AmeriCorps supports civic engagement, volunteering, and community service across the country. AmeriCorps is a federal agency that provides funding to organizations and communities throughout the country, and places nearly 300,000 members in service programs each year. There are four core AmeriCorps programs: AmeriCorps State and National, AmeriCorps VISTA, AmeriCorps NCCC, and AmeriCorps NCCC FEMA Corps. AmeriCorps grants support activities in education, anti-poverty efforts, environmental conservation, economic opportunity, health, and disaster response.

For CIS Affiliates, AmeriCorps State and National, as well as AmeriCorps VISTA are most applicable. The AmeriCorps State and National program awards grants to thousands of organizations across the country that leverage people power as a solution to meet their local needs. These projects include both direct service and capacity building service.[59]

The AmeriCorps VISTA program is the current iteration of the Volunteers in Service to America (VISTA) program established in 1965. AmeriCorps VISTA is an anti-poverty program that increases the capacity of nonprofits and public organizations to reduce poverty in their communities.

An Example of a Current Affiliate Supported by AmeriCorps

CIS of Buncombe County, North Carolina is somewhat unique among CIS affiliates. Several years ago it merged with Children First in Ashville, North Carolina. Together, the combined organization operates an AmeriCorps program administered through the North Carolina Commission on Volunteerism and Community Service.

For CIS of Buncombe County, the AmeriCorps program compliments the other services it provides. Each year, the organization has AmeriCorps members sign on for one year of service with them. Members receive a living stipend and spend a minimum of 1,700 hours during the year providing a range of programming throughout the community. CIS of Buncombe County has placed AmeriCorps members in food pantries and youth-serving organizations. They've also served as tutors and mentors to students.

CIS of Buncombe County works with a number of different partners across the community. The partners perform the daily supervision of AmeriCorps members placed with them. However, CIS has a program manager who runs the program. It also has a program assistant and financial administrator who spend some of their time supporting the program.

The program is approved for up to 20 AmeriCorps members. However, they do not always have that number of volunteers participate each year. That variability can create some sustainability challenges and limit the kind of work CIS of Buncombe County can do in its community. The AmeriCorps members receive a living stipend as a part of the program. Given that the amount is relatively low, CIS works to find other benefits and ways to support their members during their year of service.

AmeriCorps State and National

Accessing Funds

AmeriCorps State and National awards grants to nonprofit organizations under two different conditions. First, nonprofits may apply directly for an AmeriCorps State and National grant provided they operate in two or more states or with two or more federally recognized Indian tribes, or in a state or territory without a State Service Commission (e.g. U.S. Virgin Islands or South Dakota). Alternatively, nonprofit organizations may access these funds through their State Service Commission as a sub grantee.

Given these parameters, most CIS affiliates interested in accessing funding under this AmeriCorps program will need to do so by applying through their State Service Commission.[60] However, there are a few CIS affiliates that operate in several states, which are eligible to apply directly through AmeriCorps.

The FY 2021 AmeriCorps State and National Grant application process included a number of funding priorities, such as: helping communities recover from COVID-19, programs that directly work to remove structurally racist inequities, evidence-based education programs, and programs that reduce child poverty.

CIS affiliates interested in an AmeriCorps grant to support services and programs needed in the communities they serve should engage with their State Service Commission to understand their priorities and past grant-making. In advance of the next round of applications, interested affiliates should assess the community need, identify potential partners, and, as necessary, build its evidence base to demonstrate the efficacy of its services. Additionally, affiliates should begin to develop the logic model, proposed budget, and performance measures.[61] Finally, affiliates should check back regularly to the AmeriCorps website in advance of making an application to see if there are new funding priorities for 2022. The previous application window opened in early January.

Allowable Uses

The AmeriCorps State and National grant program supports a wide range of activities provided they are identified as meeting an explicit community need. These activities include direct services, such as providing tutoring services, or supporting after-school programming. Or, the program may be oriented around capacity-building including conducting community outreach, building collaborative relationships with other organizations working toward similar goals, or expanding volunteer recruitment for a particular program.

Although the particular activities supported by this program may vary significantly, they must be designed to meet an identified community need. Additionally, they must "leverage people power as a solution."[62] In other words, AmeriCorps members who are recruited and trained by the nonprofit grantee should be the focal point of the program's activities.

Program Overview

The AmeriCorps State and National Program is a competitive grant that provides funding to organizations to support AmeriCorps members working in their communities to help meet local needs. Grantees recruit, train, and manage individual AmeriCorps members to deliver services.

Annually, nonprofit organizations that work across two or more states may apply directly through AmeriCorps to become a partner organization at which AmeriCorps members may be placed. Alternatively, smaller nonprofits may apply through their State Service Commission. The application is differs somewhat year-to-year as the program may change its funding priorities.[63]

There are four grant types. The cost reimbursement grant carries a matching requirement: 24 percent of the total cost of the first three years that gradually increases in year four to 50 percent by the tenth year of funding. The other three grant types do not carry a specific matching requirement.

AmeriCorps VISTA

Accessing Funds

CIS affiliates may apply to become an AmeriCorps VISTA project sponsor. The current application process is open until September 1, 2021. The first step for interested organizations is to submit a concept paper to the Corporation for National and Community Service (CNCS).[64] The concept paper should include information such as: the target population, period of the proposed project, capacity to recruit, train, and support AmeriCorps members, as well as proposed activities for the project.[65] The concept paper acts a preliminary screening tool to determine whether an application is suitable to sponsor a VISTA program. Organizations with an approved concept paper will be invited to formally apply to the program.

CIS affiliates that are interested in the AmeriCorps VISTA program, but not yet ready to apply, can undertake a number of activities in anticipation of submitting a concept paper for the next application cycle. For example, affiliates could spend time developing capacity to recruit, train, supervise, and support VISTA members. Additionally, CIS affiliates can spend time identifying and refining the goals and objectives of its proposed VISTA program, as well as how it would measure progress toward those outcomes.

Allowable Uses

Rather than direct funding, participating organizations have access to VISTA members to provide services for a full year. There is a wide range of services and activities VISTAs may perform as a part of the AmeriCorps VISTA program. However, the program is required to focus on anti-poverty measures tailored to community needs that will eventually produce anti-poverty results.

Program Overview

The AmeriCorps VISTA program is designed to address community poverty. The program is locally driven, wherein community organizations and other nonprofits develop services and activities designed to meet specific challenges and needs in the community. The general goal of the program is to lift people out of poverty and generate community-wide benefits.

To deliver anti-poverty services, program participants recruit, train, supervise, and support VISTA members. VISTA members work full time for a year. As a part of their application to the program, interested organizations need to clearly demonstrate their capacity to provide for the VISTA members and develop them. Moreover, applicants must demonstrate the specific communities and target populations they plan to serve, describe why needs are not currently being met, and how the activities the VISTAs will undertake will address them and also decrease poverty.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Relevance for CIS:

OJJDP administers a number of grant programs to support youth involved with the juvenile or adult criminal justice systems. CIS affiliates are suited for two of them. Interested affiliates will need to consider how services meet the needs of at-risk and current or former adjudicated youth.

Details:

Funded annually based on U.S. Congressional appropriations. About $1.8 billion million in FY2021.

OJJDP administers programs designed to support youth exposed to violence and to mitigate challenges facing at-risk youth

CIS affiliates may apply for these competition directly.

Key Components:

CIS affiliates are best positioned to administer one of two competitive programs structured to support at-risk youth and young people with involvement in the juvenile or criminal justice systems:

Strategies to Support Children Exposed to Violence – A program designed to provide supports and services to children exposed to violence in their homes, schools, and communities.

Second Chance Act Youth Offender Reentry Program – A program designed to support and provide services to youth reentering their communities after a time in a residential placement.

Allowable Services:

The allowable uses vary by program. In general, however, grantees may provide mentoring, transitional services, mental health services, and other supports designed to improve academic achievement and the social-emotional wellbeing of at-risk youth and youth involved in the juvenile or adult criminal justice systems.

See below for a complete discussion of allowable uses under the grant.

Considerations: These programs, while available to CIS affiliates, entail services that may be outside of its typical offerings. Interested affiliates will need to think carefully if it has the capacity to support youth involved with the juvenile and criminal justice systems.

Overview

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) supports state and local efforts to reduce delinquency and improve their juvenile justice systems. The office pursues this objective through a number of means, including affirmative interventions and supports designed to mitigate and avoid delinquency, as well as through accountability measures. Among its many initiatives, CIS affiliates align and qualify for three programs focused on providing supplemental services to at-risk children, as well as youth reentering their community after a placement at a residential facility.

Strategies to Support Children Exposed to Violence

Accessing Funds

CIS affiliates and other nonprofit organizations may apply directly to this program through an annual competitive application process. In 2020, the application opened in late February and closed by the end of April. The 2021 competition has not yet been announced as of this publication, perhaps due to the COVID-19 pandemic.

Given the relatively short application window, interested affiliates may want to consider developing preliminary application materials using the 2020 competition as a guide.[66] For example, applicants will need to describe how their proposed project will help support youth affected by violence, as well as the project's goals, objectives, and deliverables. Additionally, to receive priority in 2020, applications needed to have evidence to demonstrate that they will serve primarily high-poverty communities, as well as the evidence-base for proposed supports and interventions. There was also additional priority afforded to applications that proposed to address the specific challenges facing rural communities. These application priorities may change from year to year. Interested affiliates should pay close attention to program priorities each year.

Given that the activities supported by this program differ somewhat from conventional CIS services, interested affiliates should think through how best to use data to describe the problem of violence and its impact on the community. Also, proposed projects must work through a multidisciplinary team of stakeholders. As such, interested affiliates can, before developing their application, begin to assemble a coalition of local organizations and stakeholders to work on this project.

Allowable Uses

The program is fairly flexible provided the proposed projects address OJJDP's goals and meet their key objectives and deliverables. The program has three primary goals:

1. Reduce the incidence of violence through accountability efforts for juvenile offenders;
2. Respond to victimization of children whether as a result of violence that occurs in the school, community, or family; and,
3. Increase protective factors to prevent juvenile violence, delinquency, and victimization.

The program's focus on increasing protective factors ties directly to CIS's social-emotional learning and developmental relationships work, particularly in elementary and middle schools. Among the program's objectives, CIS affiliates are best-positioned to help to "enhance or develop and implement supportive services for children exposed to violence in their homes, schools, and communities," as well as to "provide outreach strategies to increase awareness and build the capacity of families and communities to help children exposed to violence."[67]

Program Overview

OJJDP provides state and local governments, nonprofits, and institutions of higher education with funding to design and implement services to support children exposed to violence in their homes, schools, and communities. As critical component of this work also is violence crime reduction with a focus on juvenile offenders.

In 2020, OJJDP made seven awards totaling more than $7.1 million. In 2021, OJJDP will again award more than $7 million for communities "to develop and provide support services for children exposed to violence in their homes, schools, and communities."[68] OJJP published 2021 application guidance on its website.[69] Awards may be made for up to $1 million and last for 36 months.

Second Chance Act Youth Offender Reentry Program

Accessing Funds

CIS affiliates may apply directly to OJJDP for these funds. For 2021 the application period is open until June 29, 2021. Affiliates that work with youth in juvenile justice facilities or youth at risk of reoffending are well-positioned to participate in this program.

Interested affiliates should continue to develop relationships with local government offices and agencies, as well as faith-based organizations and other community-based organizations that work with at-risk youth and support their reentry from a residential facility. Additionally, CIS affiliates should build the evidence-base for services.

Allowable Uses

The program funds may be used for a wide range of services designed to support youth offender reentry into their communities, as well as activities to reduce recidivism. However, the allowable and required use of funds differs somewhat by the category of the program.

For the Youth Offender Reentry Program, grantees need to conduct a needs assessment for youth participants, including their recidivism risk. They also need to provide case management services and evidence-based programming. Additionally, applicants must, among other elements:

- Create a comprehensive reentry plan that includes a long-term strategy;
- Identify the roles of local governments and nonprofits and coordinate their engagement in the reentry strategy;
- Describe the evidence-based methodology and outcomes measures that will be used to evaluate the program; and,
- Provide evidence of collaboration with local governmental agencies, departments, and community organizations.

For the Community-Based Youth Reentry Program, applicants are required to provide the same baseline case management and evidence-based programming as the Youth Offender Reentry Program. In addition to those, applicants may use the funding to provide:

- Mentoring for youth offenders during confinement through their transition back to the community;
- Transitional services to support community reentry, including:
    - Educational, literacy, and vocational services and transitional job strategies;
    - Substance use disorder treatment and services;
    - Physical and mental health services; and,
    - Family services.

Program Overview

The Second Chance Act Youth Offender Reentry Program provides grants to state and local governments, as well as nonprofit organizations to provide services to youth returning to their communities after time detention or an out-of-home placement. The goal of the program is to reduce recidivism and improve outcomes for youth involved with the juvenile justice system.

The program is a competitive grant process. The 2021 application is open from April 30, 2021 to June 29, 2021. OJJDP will award 13 grants each lasting for 36 months. Each award will be $750,000. The total amount of the program is nearly $10 million. The program includes two categories: Youth Offender Reentry Program, and the Community-Based Youth Reentry Program.

In either program category, potential participants in the program must be assessed before they are released to determine if the program is suitable for them. Once released, participants will be provided with case management services and evidence-based programming to support their transition back to the community.

For the Youth Offender Reentry Program, priority will be given to those applicants that, among other elements:

- Demonstrate a commitment to partner with a local evaluate to target the intended offender population and to conduct a program evaluation eventually;
- Focus on areas with a disproportionate population of juvenile offenders;
- Demonstrate effective case management ability; and,
- Deliver continuous mental health services, education, job placement, and other services needed for successful reentry.

For the Community-Based Youth Reentry Program, priority will be given to those applicants that:

- Include plans to implement services shown to be effective at facilitating youth reentry; and,
- Provide for an independent evaluation that includes, as much as possible, random assignment of participants to program and control groups.

Department of Education
Out-of-School Time Career Pathways Program

Accessing Funds

CIS affiliates cannot apply directly to this program. SEAs must be the primary applicant and fiscal agent for a proposal that includes at least one current 21st CCLC provider and an employer working in an in-demand industry or sector. In other words, CIS affiliates that are already operating a 21st CCLC program may partner with an SEA to submit an application to this grant program.

The application window in 2020 opened over the summer. Interested affiliates should monitor the Federal Register and Grants.gov to see if and when the next competition opens. In the meantime, CIS affiliates can develop and expand relationships with SEAs and assess interest in applying for this program. Affiliates also can work to demonstrate both the need for this kind of program, as well as the affiliate's capacity to deliver impactful services. Finally, interested affiliates can also work to build relationships with employers working in high demand sectors in communities and across the state.

Allowable Uses

The program is quite flexible. In general, the program must be administered primarily during non-school hours and expand access to career pathway opportunities for high school students. The program may, as appropriate, also serve middle school students. Additionally, the program needs to lead to an industry recognized credential or certificate.

The program defined career pathway as a combination of high quality education and training that:

- Aligns with the skills needed to enter in-demand industries; and,
- Includes counseling to support education and career goals.

Program Overview

Through a competitive grant process, this program funds SEAs to provide, in partnership with nonprofits and employers in in-demand industries to develop and implement additional opportunities outside of school to participate in a career pathway that leads to a recognized credential.[70]

In their application, SEAs must propose using the funds with an existing partnership or one that was formed during the application process that consists of the SEA as the lead applicant and fiscal agent, as well as a sub-grantee currently operating 21st CCLC, and an employer in an in-demand sector. It is not required, but the SEA may partner with an institution of higher education.

This application process has several competitive priorities, including:

- **Promoting Science, Technology, Engineering, or Math (STEM)** – Priority is given to projects designed to improve students STEM opportunities and achievement, with a particular focus on computer science.
- **Rural Applicants –** An applicant must demonstrate that their program will serve one or more LEAs classified as rural through the Census.[71]

As a part of their application, SEAs must describe how funds will be used to expand career pathway options for students. They must also describe how pathways will meet existing needs, as well as how they will inform students and families about the opportunity to participate in the program. In 2020, awards ranged from $375,000 to $625,000 per year for five years.[72]

Small Rural School Achievement Program

Accessing Funds

CIS affiliates may not apply for these funds directly. LEAs may apply to the U.S. Department of Education and funds are distributed via formula. However, only small rural schools are eligible to apply to this program as defined in ESSA.[73] An LEA qualifies, for example, if the district serves fewer than 600 students in total or if the county the LEA is located in has a population density of fewer than 10 people per square mile. The Department maintains an LEA eligibility database.[74]

CIS affiliates that work with LEAs in small rural communities that meet the eligibility requirements should raise these funds as a potential source of funding for Integrated Student Supports. As with other ESSA funding, the LEA may elect to use some of their revenues under this program to partner with eligible third-party organizations to deliver services.

Allowable Uses

LEAs may use funding under the Small Rural School Achievement Program to support activities and services provided under other Titles of ESSA. These funds may be used to support activities identified and supported by Title I, Part A, Title II, Part A, Title III, Title IV Part A, and 21st CCLC.

Program Overview

The program is a part of Title V of the Every Student Succeeds Act. It is designed to provide relatively flexible financial support to small rural districts to help them address the unique challenges they face. Eligible LEAs must apply to receive these funds. LEAs that are also eligible for the Rural and Low Income School Grant Program must choose to apply to only one.

Rural and Low Income School Grant Program

Accessing Funds

CIS affiliates may not apply for these funds directly. SEAs may apply to the U.S. Department of Education and funds are distributed via formula. The SEA grants funds to eligible LEAs. As with other ESSA programs, LEAs may contract with third-party organizations such as CIS to deliver services. CIS affiliates that work with LEAs in rural, low-income communities that meet the eligibility requirements should raise these funds as a potential source of funding for Integrated Student Supports.

Allowable Uses

LEAs may use funding under the Rural and Low Income School Grant Program to support activities and services provided under other Titles of ESSA. These funds may be used to support activities denoted under Title I, Part A, Title II, Part A, Title III, Title IV Part A, and parental and family engagement activities.

Program Overview

The program is a part of Title V of the every student succeeds Act. It is designed to provide relatively flexible financial support to small rural districts to help them address the unique challenges they face. Eligible LEAs must apply to receive these funds. LEAs that are also eligible for the Small Rural School Achievement Program must choose to apply to only one.

Department of Health and Human Services, Administration for Children and Families (ACF)

Relevance for CIS:

ACF administers a wide variety of grant programs to support children and families. The two programs most relevant to CIS affiliates are structured in such a way that many affiliates may not qualify or be interested in participating in. Nevertheless, in the right circumstances, these grants could help some affiliates expand and deepen their work.

Details:

Funded annually based on U.S. Congressional appropriations. ACF administers 60 programs with a budget of approximately $58 billion.

Education is often an element but not the focus of these programs. As such, students may not be the target audience for many of ACF's programs.

CIS affiliates may apply for Fatherhood FIRE directly. They most likely need to try to partner with Community Action Agencies (CAAs) for the Community-Services Block Grant (CSBG).

Key Components:

CIS affiliates are best positioned to administer one of two programs: Fatherhood FIRE and the Community Service Block Grant (CSBG).

Fatherhood – Family-Focused, Interconnected, Resilient, and Essential (Fatherhood FIRE) – A program designed to support economic stability and parenting for fathers 18 years and older.

CSBG – An anti-poverty program driven by local communities and their needs.

Allowable Services:

The allowable uses vary by program. For Fatherhood FIRE, grantees may provide counseling and mentoring, as well as job training and career education. Activities funded through the CSBG must be anti-poverty, but otherwise are flexible and will vary by community.

See below for a complete discussion of allowable uses under the grant.

Considerations: These programs, while available to CIS affiliates, entail services and target populations that may be outside of their typical offerings. Interested affiliates will need to think carefully if it has the capacity to support fathers 18 years and older with parenting mentorship and career development. Additionally, CIS affiliates in most cases will need to partner with CAAs to access the CSBG.

Overview

Through the Department of Health and Human Services (HHS), the Administration for Children and Families (ACF) operates critical programs designed to promote the economic and social well-being of children and families. The agency provides funding through competitive grants and formula grants to states, communities, and organizations. It also provides guidance and training. Although CIS affiliates are ineligible to access funding through the majority of programs operated by ACF, the communities CIS serves are likely to engage with the services and support provided by those programs.

Fatherhood – Family-Focused, Interconnected, Resilient, and Essential (Fatherhood FIRE)

Accessing Funds

CIS affiliates may apply for these funds directly. The most recent application closed in June 2020.[75] However, the program is designed for fathers 18 years or older. As such, providing services under this program will differ from typical federal programs that support CIS Integrated Student Supports and other activities. Nevertheless, the Fatherhood FIRE program includes components that CIS affiliates may have the capacity and experience to provide effectively, such as career education, job training, and parental counseling and mentoring.

Interested affiliates should monitor the ACF website for Funding Opportunity Announcements (FOAs), as well as the Federal Register and Grants.gov for the latest application opportunities. Additionally, affiliates can develop elements of the program they would propose to ACF and develop methods to identify and engage with eligible participants.

Allowable Uses

Among the three primary objectives of Fatherhood FIRE, CIS affiliates are most suited to provide services to promote responsible parenting and economic stability. The allowable activities vary by program objective.

To promote responsible parenting, grantees should provide services including:

- Counseling, mentoring, and mediation;
- Sharing good parenting practices; and,
- Skills-based parenting education.

To increase fathers' economic stability, grantees should provide services including:

- Job and skills training, career education, and activities supporting job search and retention;
- Sharing employment materials; and,
- Coordination with other employment services, such as welfare-to-work programs.

Program Overview

The FIRE program is an outgrowth of ACF's Responsible Fatherhood project. The Responsible Fatherhood project has worked to help fathers strengthen relationships with their children, spouse, and employer, increase economic stability, as well as reduce barriers inhibiting them from becoming caring and effective parents. Fatherhood FIRE is designed to support fathers in three important domains:

1. Promoting or sustaining health marriages;
2. Responsible parenting; and,
3. Economic stability.

The program operates through a competitive grant process. To access these funds, eligible entities, including nonprofits such as CIS must submit an application to ACF that describes in detail: the proposed program, the need it will address, how the applicant will identify and engage the target population, logic model, and organizational capacity.

Community Services Block Grant

Accessing Funds

CIS affiliates may not access these funds directly. Funding through the CSBG is allocated via formula to states. States then grant at least 90 percent of those funds to agencies in high-poverty communities throughout the states. In most cases those entities are CAAs. Often, CAAs contract with other organizations to deliver services.

Given the services they provide and the communities they serve, CIS affiliates are well-positioned to partner with the local CAAs. There are over 1,000 CAAs across the country. Interested affiliates should engage with regional CAAs and identify ways to collaborate. Affiliates may also want to consider engaging with the state agencies and offices that administer the CSBG.

Allowable Uses

The CSBG is extremely flexibile. Services, interventions, and activities are locally driven and are tied to local needs to confront and reduce poverty. In general, services supported by the CSBG need to be designed to have a "measurable and potential major impact on causes of poverty." In general, CSBG funding is used to support services in education, employment, civic engagement, health, and housing.[76]

Program Overview

The CSBG is rooted in the Economic Opportunity Act proposed as a part of President Lyndon Johnson's War on Poverty.[77] CAAs were developed across the country in high-poverty communities to engage with community members to identify and deploy federal resources to help address the factors driving poverty in their communities. Today, the CSBG is distributed through formula funding to states, which in turn allocates at least 90 percent in grants primarily, although not exclusively to CAAs. In most cases, CAAs are private nonprofit organizations.

The CAAs are structured to represent the community they serve. CAAs are governed by a board of directors. At least a third of the board members are representatives that live in the community the CAA serves. Another third must be made up of local elected officials or their representatives. The remaining board members are other community members, such as employers, labor organizations, faith-based organizations, and education organizations.

Given that structure, all CAAs are different. The particular services and activities they support are driven by the needs of the local communities they serve. As a result, services funded through the CSBG are wide ranging, provided they work to address and ultimately reduce poverty and its consequences.

To receive these funds, states must submit an application that describes their state plan for CSBG to the Secretary of health and Human Services. Once approved, states receive their allocation of the block grant based on the proportion of funding they received under the former Economic Opportunity Act.

Department of Housing and Urban Development (HUD)

Relevance for CIS:

CIS affiliates can participate in the Choice Neighborhood program if they serve high-poverty, "distressed" communities and can form partnership with local housing authorities and other local stakeholders to develop and implement a community transformation strategy.

Details:

In addition to meeting people and community needs, the Choice Neighborhood program also includes improving or building new affordable housing.

CIS affiliates may apply for the program in partnership with other local stakeholders.

Key Components:

The Choice Neighborhood program is a national grant competition designed to serve high-poverty and "severely distressed" communities. As independent applicants, CIS affiliates most likely would apply to the Planning grant. However, affiliates may be able to join an Implementation grant to provide some services. The program has three core goals:

1. Replacing or improving low-quality public housing with high quality mixed-income homes
2. Improving education and employment outcomes
3. Reinvesting in distressed communities

Allowable Services:

The program is flexible. Grantees may provide a wide range of services provided they align with the program's three core goals and align with the Transformation Plan developed by the community during the initial Planning Grant.

See below for a complete discussion of allowable uses under the grant.

Considerations: The Choice Neighborhood program is structured differently than many programs and grants CIS affiliates participate in. To develop their own program, affiliates will need to form strong relationships and ultimately a shared application with other community stakeholders, including the local housing authority. Alternatively, CIS affiliates may want to identify a current Choice Neighborhood project in the community and seek to collaborate.

Choice Neighborhoods

Accessing Funds

CIS affiliates can apply directly for these funds as a part of a group of local stakeholders serving a high-poverty community that includes at least one "severely distressed" public housing project. Affiliates may apply as the lead applicant, however, they likely are better suited to join an application as a co-applicant or be designated to provide specific services to improve children's education.

Interested affiliates should look to see if there are any current grantees in their area.[78] If so, they should consider engaging with them to see if there are opportunities to provide services as a part of their implementation plan. If there is not a Choice Neighborhood nearby and the community they serve meets the eligibility requirements and would benefit, interested affiliates should consider engaging with the local housing authority and other nonprofits to begin to assemble a coalition of stakeholders that could make an application to the program.

Allowable Uses

The allowable uses varies by type of grant. For the 2020 competition, the Choice Neighborhood Planning Grant required and permitted, among other activities, applicants:[79]

- Ensure meaningful participation from residents and community stakeholders in the development of the Transformation Plan. Residents of the target housing project must be included on any steering committee or task forces;
- Conduct a household-level needs assessment of residents in the target housing development within the first 12 months of receiving the grant to identify and design tailored solutions to the challenges they face;
- Conduct a neighborhood needs assessment;
- Conduct a comprehensive and integrated planning process to address challenges and gaps in services and assets in the neighborhood identified by the needs assessment; and
- Develop strategies to meet the program's housing, people, and neighborhood goals.
  - This may include high-quality, evidence-based education programming.

The 2020 Choice Neighborhood Implementation Grant activities must align with the community's Transformation Plan. The program required and permitted, among other activities, applicants:[80]

- Construct, acquire, or rehabilitate public and affordable housing;
- Provide supportive services to residents to increase housing stability, improve outcome for children, and enhance adult capacity for self-sufficiency; and,
- Partner with employers and nonprofit organizations to create jobs and provide job training opportunities.

Program Overview

The Choice Neighborhood is a competitive program that combines public and private funding to support comprehensive, locally determined interventions, services, and activities to transform distressed neighborhoods and HUD-assisted public housing. Local leaders and stakeholders collaborate to develop and implement a plan to revitalize neighborhoods and address other challenges. In addition to addressing housing, the program also includes making critical investments in the community in businesses, services, and schools.

The Choice Neighborhood program has three core goals:

1. **Housing:** Replace distressed public and assisted housing with high-quality mixed-income housing that is well-managed and responsive to the needs of the surrounding neighborhood;
2. **People:** Improve outcomes of households living in the target housing related to employment and income, health, and children's education; and,

3. **Neighborhood:** Create the conditions necessary for public and private reinvestment in distressed neighborhoods to offer the kinds of amenities and assets, including safety, good schools, and commercial activity, that are important to families' choices about their community.[81]

The Choice Neighborhood program operates two grants: planning and implementation. The planning grant supports stakeholders in developing a neighborhood revitalization plan that addresses the three core goals of the Choice Neighborhood program. The plan will become the guiding strategy for addressing housing issues and improving other conditions and supporting families in the surrounding neighborhood. The implementation grant applies to those grantees that have already developed their strategic plan. These funds support the work to redevelop and improve their neighborhood.

Proposed projects need to serve communities in which at least 20 percent of residents live in poverty according to the most recent Census data. Additionally, the proposed programs must address at least one distressed public or assisted housing project. The Choice Neighborhood program requires a funding match of at least 5 percent of the total award in cash or in kind.

In 2020, $5 million in Choice Neighborhood planning grants were noticed on July 14 on Grants.gov. The application was due September 14, 2020. The grants ran for 24 months with two budget periods. On August 24, 2020, $182 million in Choice Neighborhood implementation grants were announced and applications were due December 16, 2020.[82] Although not a certainty, future grant periods may follow similar timelines.

Department of Labor (DoL)

Relevance for CIS:

This program is applicable only to state-level CIS affiliates that work with at least three different local affiliates. To participate, CIS state affiliates need to coordinate a program across local offices that meets the diverse needs of young people aged 18-24 who are involved with the juvenile or adult criminal systems.

Details:

The program is designed to work with community colleges and build their capacity to serve young people who have engaged with the criminal justice systems.

State-level CIS affiliates may apply for the program in partnership with a community college, representatives of the criminal justice system, and an employer or labor organization.

Key Components:

The Young Adult Reentry Partnership program is a coalitional approach to providing comprehensive services to young people aged 18 to 24 who are reentering their community after involvement with the criminal justice system. The program is designed to support young people and build the capacity of community colleges to meet the needs of these students.

Allowable Services:

Through subgrants to local affiliates, participants may provide case management services, job training, and assistance applying for financial aid to enroll in an institution of higher education.

See below for a complete discussion of allowable uses under the grant.

Considerations: Interested state-level affiliates will need to determine if there is the requisite interest and capacity among the local CIS affiliates in the state. Moreover, affiliates will need to identify and cultivate partnerships with a range of other entities to participate in this program.

Young Adult Reentry Partnership

Accessing Funds

State-level CIS affiliates may apply for these funds directly provided the proposal includes at least three different local affiliates serving different communities with a need to support youth who have engaged with the criminal justice system. Given the partnership requirements of the program, interested affiliates should build relationships with community colleges and employers in the target communities under the Youth Adult Reentry Partnership. Moreover, interested affiliates should consider carefully how services can be adapted or expanded to meet the needs of youth aged 18 to 24 as they reenter their communities successfully and prepare to join the workforce or enroll in a postsecondary education institution.

Allowable Uses

Through their sub-grantees (local affiliates), program participants may provide a range of services, including:

- Case management services, including a personalized learning plan;
- Career exploration activities;
- Connecting participants with social services to help them transition back to their communities;
- Job training and employment services;
- Assistance applying for financial aid for postsecondary education opportunities; and,
- 12 months of follow-up services.

Grantees may set aside up to 25 percent of grant funds for stipends and work experience wages.

Program Overview

The Young Adult Reentry Partnership is a competitive grant program designed to provide education and training to improve employment outcomes for young adults involved in the criminal justice system, or those who left high school without a diploma.[83] The program is also intended to build the capacity of community colleges to meet the needs of youth who have been involved in the justice system.

Nonprofit organizations with affiliates, such as CIS state offices, may apply for these funds provided they propose to serve at least three different communities. Through their grantees, or affiliates, applicants must establish partnership with the criminal justice system, at least one employer, union, or association, as well as a community college with courses aligned with the needs of local, high growth industries.

Applicants must demonstrate that affiliates and community college partner(s) will implement capacity-building activities to support innovative accelerated learning for youth who have engaged with the criminal justice system. However, grantees may spend no more than 25 percent of their award on community college capacity-building.

Eligible participants are between 18 and 24 years old. They either left high school without a diploma, or or have been involved with the juvenile or adult justice system. Up to 10 percent of program participants may lack a high school diploma without needing to also be involved in the criminal justice system.

Department of Agriculture

Relevance for CIS:

This program applies to CIS affiliates that serve rural communities. The program supports capacity building of community development nonprofits.

Details:

The program is designed to support capacity building in rural community-based nonprofits that focus on housing and community development.

CIS affiliates may apply for these funds directly. Interested affiliates should connect with their local Rural Development Office.

Key Components:

The Rural Community Development Initiative provides grants to increase capacity at community-based nonprofits. Funded projects can address housing challenges, developing community facilities, and increasing economic development.

Allowable Services:

The program is flexible. Grantees may provide a wide range of services provided they align with the program's core goals. For example, participants may work to build capacity in housing and community development, as well as provide training and materials to support strategic planning

See below for a complete discussion of allowable uses under the grant.

Considerations: The program is not specifically designed to address education. However, increasing educational resources, supports, and opportunities in the community may be part of a community development strategy. Interested affiliates should reach out to their local Rural Development Offices. Additionally, they should devise strategies to comply with the 100 percent match requirement of the grant.

Rural Community Development Initiative Grants

Accessing Funds

CIS affiliates, and other nonprofit organizations may apply directly for funding through this program. Applications are accepted annually and the competition is noticed in the Federal Register. In advance of applying, interested affiliates should contact their local Rural Development office for additional information.[84] And although it is closed, the 2021 application notice may offer guidance for interested affiliates.[85] In particular, affiliates should develop a strategy to meet the program's 100 percent matching requirement.

Allowable Uses

Program funds may be used for a wide range of activities provided they are aligned with the grant goals. For example, participating organizations may undertake activities such as:

- Developing capacity and ability to undertake projects related to housing, community facilities, or community development;
- Increasing capacity to conduct community-development initiatives; and,
- Improving capacity by providing training and resource material on developing strategic plans.

Program Overview

The Rural Community Development Initiative Grants are designed to build the capacity of nonprofit community-based housing and community-based development organizations in low-income rural communities. Participating organizations undertake projects related to housing, community facilities, or community and economic development. Program participants are required to provide at least 100 percent match of the total grant award for the period of the grant. In-kind contributions may not be used to meet this requirement.

As a part of their application, applicants must include a project overview, as well as program goals, benchmarks, and how they will measure their success. Applications receive higher scores for proposing to serve the most rural and the highest-poverty communities.

Substance Abuse and Mental Health Services Administration (SAMHSA)

Relevance for CIS:

This program addresses individual and community physical and mental health initiatives. In particular, the program provides increased access to trauma-informed and community-based approaches to address substance abuse and other related challenges.

Details:

The program is designed to address substance abuse, mental health, and to reduce community-based violence.

CIS affiliates may apply for these funds directly. However, they may benefit from applying in partnership with other community-based services providers.

Key Components:

CIS affiliates are best positioned for two of the current grant opportunities operated by SAMHSA.

1. Resiliency in Communities after Stress and Trauma (ReCAST) – A program designed to provide evidence-based interventions to reduce violence and support communities affected by civil unrest.
2. Enhancement and Expansion of Treatment and Recovery Services for Adolescents, Transitional Aged Youth, and Their Families (Youth and Family TREE) – A program designed to provide substance abuse and mental health support for youth aged 12 to 25.

Allowable Services:

These programs have specific uses and target audiences. For each grant, there are required as well as permitted activities. The ReCAST program requires needs and resources assessments, as well as employing trauma-informed health services and evidence-based violence prevention services.

The Youth and Family TREE program requires increasing access to treatment and providing trauma-informed and evidence-based services for youth involved with substance abuse.

See below for a complete discussion of allowable uses under the grant.

Considerations: The programs provide for comprehensive community-based services. However, the program is oriented around specific circumstances and issues that may not neatly align with CIS affiliate programming. To provide these services under these grants, interested CIS affiliates may want to consider forming partnership with other community-based organizations.

Overview

The Substance Abuse and Mental Health Services Administration (SAMHSA) is an agency within the U.S. Department of Health and Human Services. SAMHSA leads public health efforts to reduce the impact of substance abuse and mental illness on families and communities.[86] SAMHSA administers many different programs focused on improving health and reducing substance abuse. The programs range from addressing trauma and violence, to homelessness, and criminal and juvenile justice.

Resiliency in Communities after Stress and Trauma (ReCAST)

Accessing Funds

CIS affiliates – in partnership with their local municipality – may apply for these funds directly. That minimum partnership may be expanded to include other community-based partners to create a diverse community-coalition oriented around supporting high-risk youth, families, and the community. Indeed, SAMSHA prioritizes funding projects in which applicants have formed partnerships with key stakeholders, including local governments, institutions of higher education, nonprofit organizations, and faith-based organizations.

Allowable Uses

SAMSHA designed ReCAST to be guided by a diverse coalition of community residents and local organizations. These participants must provide the following activities:

- Convene and engage a diverse coalition of stakeholders in the community, including LEAs, community leaders, family and youth representatives, public agencies, and other partners;
- Conduct a community needs and resource assessment within three months of the grant award;
- Develop and implement a community strategic plan within six months of the grant ward;
- Develop Memoranda of Understanding that demonstrates the commitment of people in the community in leadership positions and the author to support program activities within six months of the grant award;
- Identify and implement trauma-informed behavioral health services, evidence-based violence prevention and community engagement programs, and any other culturally specific and developmentally appropriate strategies to address the needs of at-risk youth and their families;
- Provide training in trauma-informed approaches to first responders, educators, and other community-based service providers; and,
- Provide peer support services for high-risk youth and families, such as peer counseling, mentoring, and connections with resources and services.

ReCAST also allows program participants to pursue other activities, such as:

- Coordination with housing and employment programs;
- Cultural competency and implicit bias reduction training to educators, first responders, and other community service providers;
- Individual and group counseling for grief and loss to support children, adolescents and other family members; and,
- Activities that address behavioral health disparities an the social determinants of health.

Program Overview

The Center for Mental Health Services (CMHS) within SAMHSA administers the ReCAST program. SAMSHA coordinates extensively with the U.S. Department of Education in the administration of ReCAST.

ReCAST is a competitive grant designed to assist high-risk youth and families and generally promote equity and resiliency in communities that recently "faced civil unrest."[87] The program supports evidence-based violence prevention and community youth engagement programs. The goal is for local community-based entities and community members to work together to produce greater behavioral health, reduce trauma, and implement sustained community change.

Local municipalities may apply to the program in partnership with community-based organizations. Applicants must come from communities that have faced civil unrest in the past 24 months at the time they make their application. ReCAST defines civil unrest as "demonstrations of mass protest and mobilization, community harm, and disruption through violence often connected with law enforcement issues."[88]

ReCAST has several goals, including:

- Building a foundation to promote well-being, resiliency, and community healing through community-based, participatory approaches;
- Creating more equitable access to trauma-informed community behavioral health resources;
- Strengthening the integration of behavioral health services and other community systems to address the social determinants of health, recognizing that factors, such as law enforcement practices, transportation, employment, and housing policies, can contribute to health outcomes;
- Creating community change through community-based, participatory approaches that promote community and youth engagement, leadership development, improved governance, and capacity building.
  -

Enhancement and Expansion of Treatment and Recovery Services for Adolescents, Transitional Aged Youth, and Their Families (Youth and Family TREE)

Accessing Funds

CIS affiliates may apply directly to this program. However, to be eligible to receive a grant, the applicant must either themselves or through a partner organization, provide direct client substance abuse treatment services. Additionally, the mental health/substance abuse treatment provider must have at least two years of experience. Finally, each mental health/substance abuse treatment provider must comply with all local and state licensing and related requirements.[89]

A CIS affiliate does not need to be able to meet these requirements alone. However, it will need to partner with organizations that can deliver these services in order to participate in the program. Interested affiliates should consider building and deepening relationships with potential partners that meet these requirements and are well-positioned to join a local effort to help support young people suffering from substance abuse and other related disorders.

Allowable Uses

Participants are expected to provide services by the fourth month after receiving the grant. Participants are required to provide:

- A comprehensive, family-centered, trauma-informed, evidence-based, coordinated, and integrated outpatient system of care, which includes early intervention and recovery services;
- Screening of clients and family members and primary care givers who are included in treatment planning for alcohol and substance abuse;
- Increased access to comprehensive treatment services to a greater number of clients than currently served;
- Services to a minimum of 50 youth in year one and 100 youth in each subsequent year; and,
- Education and messaging on making healthy choices.

Youth and Family TREE also allows program participants to pursue other activities, such as:

- Recovery housing;
- Medication for the treatment of substance abuse disorders; and,
- Peer recovery support services.

Program Overview

The Center for Substance Abuse Treatment (CSAT) within SAMHSA administers the Enhancement and Expansion of Treatment and Recovery for Adolescents, Transitional Aged Youth, and Their Families (Youth and Family TREE).

Youth and Family TREE is a competitive grant program designed to expand comprehensive treatment, early intervention, and recovery supports and services for youth aged 12 to 25 with substance use disorders or recurring substance use and mental disorders.[90]

Standards of Evidence

To access federal funding, organizations must be able to demonstrate that their services, programs, and interventions are evidence-based. Throughout ESSA, states, school districts, schools, and third-party organizations are required to demonstrate how the activities they implement to support students meet federal evidence standards. However, having a demonstrated evidence-base is required to access virtually all federal funding.

> ## What Works Clearinghouse
>
> The What Works Clearinghouse (WWC) is a repository of scientific evidence on education programs, practices, interventions, and policies. For more than a decade, WWC has reviewed research to identify high-quality research about education to help inform decisions by schools, districts, and states.[1]

There are four standards of evidence applied under ESSA and other federal programs. Federal regulations defined "evidence-based" as a project, program, or service that is "supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale."[91]

- **Strong Evidence –** To demonstrate a strong evidence base there must be at least one "well-designed and well-implemented experimental study"[92] on a given program, service, project, or intervention. A randomized control trial is an example of an experimental study. According to federal guidance, to be considered a well-designed experimental study, it must meet WWC guidance without reservations, or is able to make causal inferences. Other requirements to meet the *Strong Evidence* standard include:
  - A positive, statistically significant effect;
  - Results that cannot be overridden by contradictory evidence by other studies meeting the same quality standards;
  - A large, multi-site sample; and,
  - A sample with overlapping populations and settings among those who receive the intervention.

- **Moderate Evidence** – To meet this standard, an intervention must be supported by "at least one well-designed and well-implemented quasi-experimental study,"[93] such as a regression discontinuity or nonequivalent groups design study. This study must meet the WWC standards with reservations, or is of sufficient quality to make casual inferences. Other requirements to meet the *Moderate Evidence* standard include:
  - A positive, statistically significant effect;
  - Results that cannot be overridden by contradictory evidence by other studies meeting the same quality standards;
  - A large, multi-site sample; and,
  - A sample with overlapping populations or settings among those who receive the intervention.

- **Promising Evidence** – To meet this standard, an intervention must be supported by at least one "well-designed and well-implemented correlational study with statistical controls for selection bias."[94] For example, a study of academic performance between two schools serving similar students that use different strategies to teach literacy. A study meets this requirement if it uses sampling or an analytic method to limit or account for differences between the group receiving the intervention and a comparison group. Other requirements to meet the Promising Evidence standard include:

  - A positive, statistically significant effect; and,

- o Results that cannot be overridden by contradictory evidence by other studies meeting the same quality standards.

- Demonstrates a Rationale – Meeting this standard does not require existing well-designed and well-implemented studies. Instead, to comply with the *Demonstrates a Rationale* standard, an intervention needs to include:
    - o A well-defined logic model – a description of the process and critical components that will contribute to the outcomes – informed research suggesting the intervention is likely to improve relevant outcomes; and,
    - o "An effort to study of the effects of the intervention"[95] that will inform stakeholders of its successes.

Evidence from National Evaluation of CIS Integrated Student Supports and Case Management

In spring 2017, the CIS national office published a third-party, three-year evaluation of their Integrated Student Supports model, and a two-year study of their case management for at-risk students. The report satisfies important ESSA evidence standards and finds that CIS's programs are effective at improving critical outcomes for students. CIS affiliates can use this third-party research to demonstrate the program's efficacy to districts and schools, as well as to supplement their own evidence-base they've developed over the years.

The evaluation assessed the success of CIS's Integrated Student Supports model by grade span:

Elementary Schools

The evaluation found greater improvements than anticipated based on prior years' performance before CIS's Integrated Student Supports model was implemented in the school on the average daily attendance rate and standardized test schools in English Language Arts (ELA). Moreover, the study found that schools working with CIS had greater increases in daily attendance than similar schools that did not implement CIS's model.

Middle Schools

After three years, schools that implemented CIS's Integrated Student Supports model did not experience significant improvements above expectation in either attendance or standardized tests schools. Schoolwide measures of students' behavior was unavailable and as such the evaluation could not assess the CIS's effectiveness on the main focus of Integrated Student Supports in middle school.

High Schools

CIS's Integrated Student Supports were found to improve the four-year cohort graduation rate, corresponding with an average of 55 additional graduates per school. Additionally, participating schools saw a decrease in their dropout rate equivalent to 35 fewer dropouts per school, as well as increased ELA standardized test scores.

CIS's case management services were shown to lead to higher student participation in meetings to discuss academics, personal goals, mentoring, tutoring, and career planning. Students who participated in CIS case management also had better non-academic outcomes than students who did not receive services from CIS. Nevertheless, there was not a significant difference in chronic absenteeism, course grades, or suspensions between those students who received case management and those who did not.

Altogether, the evaluation found that CIS's Integrated Student Supports meets ESSA's Tier 1, Tier 2, and Tier 4 standard of evidence. The particular evidentiary threshold met depends on the intervention and grade span. To qualify for ESSA Title I School Improvement funds, a program must be supported by evidence at Tier 1, Tier 2, or Tier 3. That same level of evidence will award programs preference points in ESSA Title IV. Otherwise, programs may be supported by evidence from any of the Tiers to qualify under ESSA.

See Appendix B for summary of the findings from the evaluation, as well as the complete breakdown of federal standards of evidence met by each program for school-level and student-level outcomes. This summary can be used as is, or adapted to suit particular affiliate context and needs to provide the evidence-base for the services CIS can provided to districts and schools.

ESSA Title I Fiscal Requirements

There are three key fiscal protections attached to the billions in Title I education dollars the federal government distributes across the country. Most importantly, federal funding is meant to be *supplemental* to state and local funding. As such, the fiscal protections in ESSA are designed to ensure that federal funds layer on top of, and do not replace, state and local funding. The goal is for students from low-income families and other eligible students to receive more funding than they would otherwise get.

To guard against abuse and to ensure that federal funds are used appropriately and on behalf of their intended student targets, ESSA includes three primary protections. The success of these protections is predicated on meaningful enforcement.

Supplement, not Supplant – This rule requires that federal funds for low-income students be used on top of state and local funds and not in lieu of them. In other words, a district could not cut back its own funding for a Title I school and use federal funds to fill the budget shortfall. There were several conditions districts needed to meet to comply with this rule. However, ESSA replaced those rules. Now, districts can comply with the law by demonstrating that their state and local funding methodology distributes operates the same for Title I and non-Title I schools. Under this rule, districts do not need to report the funding schools actually receive.

Comparability of Services – This rule requires school districts to use state and local funds to provide "comparable services" to schools that receive Title I and those that do not. The idea is that schools serving low-income students must receive the same quality of educational services from state and local funding as more affluent students. Districts are in compliance with the comparability rule through staff-student or salary-student ratios. Alternatively, districts comply with the rule if they assure the U.S. Department of Education that they have a single district-wide salary schedule, a policy to ensure equivalence among schools in educators and staff, and a policy to ensure equivalence in curriculum and instructional materials.

This compliance structure, in particular permitting school districts to use student-staff ratios as evidence that they provide comparable services among all schools, permits significant school funding disparities to persist between Title I and non-Title I schools. This is because student-staff ratios do not take into account actual teacher salaries. Generally, more experienced and higher paid teachers are concentrated in lower-poverty schools. As a result, even with the exact same student-staff ratio, a lower-poverty school would actually receive *more* state and local funding per pupil than the Title I school. This violates the spirit but not the letter of the comparability rule. It is known as the "comparability loophole."

Maintenance of Effort – This rule requires school districts spend at least 90 percent of the state and local funds they spent in the previous year. Failing to meet this requirement will result in a proportional reduction in the district's Title I allocation.

Guidance for Proposal and Grant Writing

Proposal Collaborations

This book includes funding opportunities in which CIS is ineligible to be the primary applicant. However, CIS affiliates are able to apply to those opportunities as part of a larger partnership with other organizations and agencies. The following tips may be useful in pursuing grants in collaboration with a lead applicant such as an LEA or SEA:

1. Schedule a meeting with your school principal or superintendent to discuss the funding program. Be familiar with the priorities and general requirements. Research past award recipients and their proposals.
2. Provide your principal or superintendent with a summary of your proposed CIS program needs and a general budget. Include the estimated number of children impacted by the CIS programs you are proposing to deliver. Included how the impact will be measured if applicable and a timeline.
3. Remind your principal and/or superintendent of you recent CIS achievements and contributions to your school.
4. If your school or district is eligible for formula grant funding, find out of there is additional information that may assist your principal or superintendent in designating these funds.
5. Offer to coordinate a proposal writing team and suggest membership of an effective collaborative.
6. A current trend is to create multi-disciplinary proposal teams where representatives from schools, social services, juvenile justice, business and industry, and others partner together on projects. CIS is in a unique role to bring these players to the table. Funding agencies are also following this trend. For example, the Safe Schools/Healthy Students Initiative is a joint program out of the U.S. Departments of Health and Human Services, Education, and Justice. They will all be looking for the respective partnerships to be reflected in your proposal.

General Grant Writing

The following tips may assist in developing federal grant proposals:

1. Find out if other CIS affiliates have submitted grants under the federal program you are interested in applying to. Your state office or the national office may be able to assist in determining this. Also, federal agencies often post successfully funded proposals on their websites.
2. Read the grant guidelines and determine activities that are approved for funding. For example, do not include requests for training, salaries, or equipment if the grant details clearly state these are not acceptable activities.
3. Some grants require matching funding, including in-kind and actual matching dollars. Your state office or the national office may be able to assist in identifying and securing these funds.
4. Strong proposals often include plans for sustainability. Funding agencies want to know you have a plan to continue work once federal funding discontinues. Again, contact your state office or the national office if you need help building a sustainability plan.
5. Well-documented leveraged resources can also help your proposal. It's important to show that other entities are supporting your efforts and existing community programs will complement (and not compete against) each other.
6. Finally, take time to define measurable outcomes with clearly stated goals, which could reflect what is stated in the RFP guidelines. If you are successful in receiving grant funds, these outcomes and goals will be included in your implementation plan. The national office can help in providing a logic model template to define measurable goals. Put strategic thought into this process as it will follow you into the next stage of the grant writing process – receiving the award and getting the work done!

Appendix A: Directory

Federal Programs	Name	Organization	Contact
TRIO	Men Tchaas Ari	CIS of Charlotte	MAri@cischarlotte.org
Title I, Part A	Lupe Mares	CIS of Benton-Franklin	
WIOA	Sonji Branch	CIS of Memphis	sbranch@cismemphis.org
Title IV, Part A	Chase Stewart	CIS of Southwest Virginia	cstewart@cisofswva.org
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Appendix B: Application, Advocacy, and Other Materials

To help CIS affiliates apply for federal funding, and to communicate with their partners and potential partners about how federal funding can be used to fund CIS, we collected documents that affiliates from across the country use in their work. We included a federal funding application, and an MOU with a school district to provide examples that other affiliates can use to inform how they craft their applications and agreements with partners. We also provided a short breakdown of the evidence-base behind CIS's services aligned with federal ESSA standards. Finally, we also provide a sample logic model and a short video describing how logic models can be constructed and used.

These materials, particularly those generated by local CIS affiliates, are intended to serve as examples to help guide other affiliates as they engage with new partners, pursue federal funding, or need to demonstrate that CIS's services meet federal evidence standards.

CIS National Evaluation – A third-party evaluation to validate the CIS model and build an evidence base for Integrated Student Supports and case management of at-risk students. This evaluation was conducted by MDRC,[96] and was completed in 2017. The evaluation found positive whole-school and individual outcomes from Integrated Student Supports, as well as from case management for at-risk students.

Among the findings, schools implementing Integrated Student Supports saw improvement in average daily attendance, higher test schools for English Language Arts, higher four-year cohort graduation rates, and a decrease in their annual dropout rate. Students that received case management from were connected with additional supports and performed better on non-academic outcomes.

The study also provides a matrix that crosswalks the results of this evaluation with the Tiers of Evidence required under ESSA. For example, Integrated Student Supports meets ESSA's Tier 2 *Moderate Evidence* standard for improving on-time graduation in high schools.

Workforce Innovation and Opportunity Act (WIOA) Application, CIS of Memphis – This is the complete application submitted by CIS of Memphis to receive WIOA funding to provide comprehensive youth services in 2020 through 2023. The application includes the proposed statement of work, the population that will be served by the program, the implementation plan, collaborations and partnerships, and the activities that will be undertaken through the program. This application may serve as an example of the information, content, and specificity required to successfully apply for funding through WIOA. CIS of Memphis's financial information has been redacted.

A Title IV MOU with a School District, CIS of Southwest Virginia – This is an example of how an MOU between a CIS affiliate and a local school district can be structured. The MOU includes the specific roles and responsibilities for both parties. It specifies the schools that CIS will support and the general services the CIS coordinators will provide. The MOU also specifies the amount of funding to go to CIS to provide these services and supports.

Braided Funding to Support CIS, CIS of Washington – This short, one-page document provides a brief overview of the many different funding streams that can be used to funding CIS's work. Most of the identified funding sources are federal, such as Title I and Title IV of ESSA. Each funding source includes a short description of the program and how it aligns with CIS's services. Affiliates may want to use this document as an example of the kind of information it can bring to potential district partners to demonstrate the various funding source that can support CIS's services.

Sample Logic Model – This is an example of a logic model that CIS affiliates may want to use to guide the creation of its own logic models for the proposed work. These logic models are useful when applying for funding and when partnering with local school districts. In addition to helping the affiliate organize and structure its work to align with its goals, logic models help funders and potential partners understand how CIS approaches the services it provides and how it will evaluate its progress toward shared goals. The national CIS office also created a short, 17-minute video on how to create and utilize a logic model.

1 https://www.urban.org/policy-centers/cross-center-initiatives/state-and-local-finance-initiative/projects/state-fiscal-pages-covid-edition; https://www.cfr.org/backgrounder/how-covid-19-harming-state-and-city-budgets

2 https://www.brookings.edu/blog/up-front/2020/09/24/how-much-is-covid-19-hurting-state-and-local-revenues/; https://www.cbpp.org/research/state-budget-and-tax/states-grappling-with-hit-to-tax-collections
3 https://higherlogicdownload.s3.amazonaws.com/NASBO/9d2d2db1-c943-4f1b-b750-0fca152d64c2/UploadedImages/Issue%20Briefs%20/Summary_of_2020_Fall_Fiscal_Survey.pdf
4 https://www.congress.gov/116/bills/hr748/BILLS-116hr748enr.pdf
5 https://www.congress.gov/bill/117th-congress/house-bill/1319/text
6 https://communitiesinschools.zoom.us/rec/share/uloqH6ngTirziNfymus5aT8jr_cmT7IGUDiVID_rDHKTvYJB5sb_KL-4F_99fA4C.lG5NkQesM-t4VEXB; https://communitiesinschools.zoom.us/rec/share/Lp0_VW05ES4NbnCRKeWhAnBmTGB66RQDKzXQXFrivp-bxJBRPdwEr86oIsMD7UPz.21L51zCQqXGBHS1Z
7
https://communitiesinschools.zoom.us/rec/share/DAP1aiQEazHXLiIUyBfD6FgA3WKuwdXnIk3JK5Wd_GWg7WLMo8ZWuqphdxCOhMAP.oZZVnKGuqhIsAn0T; https://communitiesinschools.zoom.us/rec/share/_ctj3pEgktN1UI4MK99fHdfNdAby09JlRnNDoeenRaeRu9DVrzepDssX-yY0Ucc.-Rz_AMz-v6YN5Q0T
8 https://www.grants.gov/applicants/organization-registration/step-1-obtain-duns-number.html
9 https://www.grants.gov/web/grants/applicants/registration.html
10 https://www.grants.gov/applicants/workspace-overview.html
11 https://www.federalregister.gov/documents/2019/02/13/2019-02206/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs
12 Based on 2021 Appropriation, including: $17.2 billion in Education for the Disadvantaged, $90 million for Impact Aid, $5.4 billion for School Improvement Programs, $217 million for Safe Schools, $181 million for Indian Education, $1.1 billion for Innovation and Improvement, $797 for English Language Acquisition, and $14 billion for Special Education. https://www2.ed.gov/about/overview/budget/tables.html.
13 https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf
14 https://www.isbe.net/Pages/Summative-Designations.aspx
15 https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf
16 See Appendix B for a more detailed discussion of federal standards of evidence
17 https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/EvidenceBased-Practices-GuidanceRev-12-18-2018.pdf
18 Note that this does not eliminate need to comply with civil rights, health, safety, parental involvement of those underlying programs etc.
19 Teachers, principals, school leaders, paraprofessionals, etc.
20 Defined in ESSA as "a formal education program that leverages both technology-based and face-to-face instructional approaches that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience." ESSA Sec. 4102(1).
21 E.g. from CIS affiliates: https://www.cissa.org/school-box-training-services
22 E.g. from CIS affiliates: https://www.cisofchicago.org/mhfa/
23 https://www.edweek.org/leadership/the-nations-english-learner-population-has-surged-3-things-to-know/2020/02
24 https://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk
25 Comprehensive and Targeted Support Schools are school accountability designations based on overall student performance (Comprehensive), and specific subgroup performance (Targeted). States designate these schools based on their statewide accountability systems in accordance with the parameters established in ESSA.
26 This metrics should include state assessment results and other measures of student success, such as: attendance, classroom grades, or on-time matriculation. For high school students it may include such indicators as career competencies, internships, or work-based learning opportunities. ESSA Sec. 4203 https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf
27 https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/statewide-family-engagement-centers-program/awards/
28 Including English-language learners, minorities, students with disabilities, homeless children, youth in foster care, and migrant children.
29 https://www.federalregister.gov/documents/2020/07/29/2020-15994/applications-for-new-awards-education-innovation-and-research-eir-program-early-phase-grants
30 https://www.federalregister.gov/documents/2020/04/10/2020-07556/applications-for-new-awards-education-innovation-and-research-eir-program-mid-phase-grants
31 https://oese.ed.gov/files/2016/12/ESEA-ESSA-eir.pdf
32 https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/eir-matching-resources/
33 https://oese.ed.gov/files/2021/01/FSCS-Federal-Register-NIA.pdf
34 https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/awards/
35 https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/awards/
36 Ibid.
37 The law specifically identifies those schools eligible for schoolwide services under Title I, Part A. See page XX for a detailed discussion of Schoolwide programs.
38 https://www.federalregister.gov/documents/2021/01/19/2021-00907/applications-for-new-awards-promise-neighborhoods-pn-program

[39] Describe what this is.

[40] https://www.cbpp.org/research/family-income-support/temporary-assistance-for-needy-families

[41] https://www.cbpp.org/research/family-income-support/temporary-assistance-for-needy-families

[42] https://www.ssa.gov/OP_Home/ssact/title04/0402.htm

[43] Note what page the TSP is discussed

[44] https://www.federalregister.gov/documents/2021/01/13/2021-00329/applications-for-new-awards-educational-opportunity-centers-program

[45] https://www.federalregister.gov/documents/2021/01/13/2021-00329/applications-for-new-awards-educational-opportunity-centers-program

[46] https://www.federalregister.gov/documents/2019/02/13/2019-02206/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs

[47] https://www.federalregister.gov/documents/2020/12/28/2020-28583/applications-for-new-awards-talent-search-program

[48] https://www2.ed.gov/programs/triotalent/applicant.html

[49] https://www.federalregister.gov/documents/2019/02/13/2019-02206/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs

[50] https://www.federalregister.gov/documents/2020/12/28/2020-28583/applications-for-new-awards-talent-search-program

[51] https://www2.ed.gov/programs/trioupbound/applicant.html

[52] https://www.federalregister.gov/documents/2020/12/28/2020-28583/applications-for-new-awards-talent-search-program

[53] https://www2.ed.gov/programs/triomathsci/applicant.html

[54] https://midsouthyouth.com/

[55] https://www.dol.gov/agencies/eta/jobcorps/locations

[56] https://www.jobcorps.gov/recruiting/enrollment-interest

[57] https://www2.ed.gov/programs/gearup/awards.html FY 2020 partnership awardees

[58] As a reminder, an AmeriCorps member cannot serve as the primary or designated site coordinator in a school for purposes of accreditation requirements.

[59] https://americorps.gov/partner/how-it-works/americorps-state-national

[60] https://americorps.gov/contact/state-service-commissions

[61] See appendix for a short video from CIS National on developing logic models, as well as a sample logic model.

[62] https://americorps.gov/partner/how-it-works/americorps-state-national

[63] https://americorps.gov/sites/default/files/documents/4%20ASN_ApplicationInstructions_FINAL.pdf

[64] https://americorps.gov/sites/default/files/document/2021_VISTA_RFCP_Notice.pdf

[65] https://www.nationalservice.gov/sites/default/files/documents/VISTA_Concept%20Paper.pdf

[66] https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/media/document/ojjdp-2020-17926.pdf

[67] Ibid.

[68] https://ojjdp.ojp.gov/programs/children-exposed-violence

[69] https://www.ojp.gov/funding/apply/ojp-grant-application-resource-guide

[70] This includes industry-recognized certification, certification of completion of an apprenticeship in an in-demand industry.

[71] Rural districts carry the following U.S. Census Bureau Locale Codes: 32, 33, 41, 42, or 43.

[72] https://www.federalregister.gov/documents/2021/02/04/2021-02351/application-deadline-for-fiscal-year-2021-small-rural-school-achievement-program

[73] https://www.federalregister.gov/documents/2021/02/04/2021-02351/application-deadline-for-fiscal-year-2021-small-rural-school-achievement-program

[74] https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/rural-education-achievement-program/small-rural-school-achievement-program/eligibility/

[75] https://ami.grantsolutions.gov/files/HHS-2020-ACF-OFA-ZJ-1846_1.pdf

[76] https://nascsp.org/wp-content/uploads/2021/04/FFY-2019-NATIONAL-CSBG-FACTSHEET-1.pdf

[77] https://www.everycrsreport.com/reports/RL32872.html#fn3

[78] https://www.hud.gov/program_offices/public_indian_housing/programs/ph/cn/grantees

[79] https://www.hud.gov/sites/dfiles/PIH/documents/CNPlanning%20FY20%20NOFA.pdf

[80] https://www.hud.gov/sites/dfiles/PIH/documents/Full%20Announcement%20FR-6400-N-34.pdf

[81] https://www.hud.gov/cn

[82] https://www.hud.gov/program_offices/public_indian_housing/programs/ph/cn/fy20funding

[83] https://www.dol.gov/sites/dolgov/files/ETA/grants/pdfs/FOA-ETA-21-03.pdf

[84] https://www.rd.usda.gov/files/CF_State_Office_Contacts.pdf

[85] https://www.federalregister.gov/documents/2021/01/11/2021-00289/rural-community-development-initiative-rcdi-for-fiscal-year-2021

[86] https://www.samhsa.gov/about-us

[87] https://www.samhsa.gov/grants/grant-announcements/SM-21-012

[88] https://www.samhsa.gov/sites/default/files/grants/pdf/fy-2021-recast-foa.pdf

[89] https://www.samhsa.gov/sites/default/files/grants/pdf/fy-2021-youth-family-tree-foa.pdf

[90] https://www.samhsa.gov/grants/grant-announcements/TI-21-001

[91] Code of Federal Regulations (govinfo.gov)

[92] https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

[93] Ibid.

[94] Ibid.

[95] Ibid.

[96] https://www.mdrc.org/