



Developing an Inclusive RFP/21st CCLC Grant

This tool serves the dual purpose of suggesting expansion of state Requests for Proposals (RFPs) to State Education Agencies (SEAs), and advising program developers/grant writers on how to respond to these sections on grant applications. Grant writers should note: regardless of whether your state specifically asks about your program’s plans for including students with disabilities, it’s a good idea to work inclusive practices into your application.

Add a Statement About the ADA and Section 504 in the RFP (SEAs). Here’s an example:

“Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act which states that no otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Source: Maine’s 2019 21st CCLC RFP:

http://s3.amazonaws.com/4pca/century21/FY2019/MECCCLC_RFP_FY19.pdf

Add Sections/Questions Around Inclusion (SEAs AND Program Developers/Grant Writers)

SEAs: To develop a general understanding of how students with disabilities will be included and supported in the program, consider adding questions such as these to your RFP form. Program developers/grant writers: space is provided to make notes on how to respond to these questions.

<i>Question</i>	<i>Response Notes</i>
1. Write a statement that communicates the program’s commitment to students with disabilities.	
2. Describe the process for enrolling students with disabilities.	
3. What specific steps are outlined for when the program learns that a student has a classified or diagnosed disability?	
4. How will the program ensure students with disabilities are included in all proposed program activities?	
5. How is the program coordinating with school-day administrators and teachers to ensure collaboration for students with disabilities?	
6. How and when will training on inclusion be provided?	
7. How will inclusion budgetary questions be handled?	





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Question	Response Notes
8. Describe the procedure for modifying policies, practices and procedures to support students with disabilities?	
9. How are modifications determined to be or not be reasonable?	

Additional Expansions to RFPs to Consider (SEAs)

- **Include rating system or priority points:** Establish and communicate indicators that prompt applicants to fully consider inclusive practices in their program planning.
- **Use indicators:** As you’re reviewing applications, look for other indicators of the program’s readiness to serve students with disabilities, like an inclusive mission statement.
- **Discuss in bidder’s conference:** Discuss inclusion-related criteria during the bidder’s conference and explain why these elements are within the application. Provide examples and pre-develop answers to potential applicants’ questions about relevant legislation and your state’s expectations around program culture.
- **Incorporate inclusive indicators in state evaluation:** Make inclusive practices part of your state’s program evaluation and expectations. When inclusion is a standard part of the evaluation and monitoring system, it gives programs an opportunity to understand their strengths and needs, including professional development and technical assistance needs.

Example Language for RFPs That Have Not Been Expanded to Explore Inclusion Efforts (Program Developers/Grant Writers).

If your state has not yet incorporated measures of commitment to inclusion into their RFP, here is some sample language and examples of where you might address your commitment in relevant sections of the application.

Section	Inclusive Language
Eligible Participants	PROGRAM will serve students in grades 1-12. As Title I schools, the centers serve student populations with a range of risk factors that include low academic performance, family poverty, and under-resourced neighborhoods and communities. <i>This includes the roughly 28% of the feeder schools’ population that receives some form of specialized services.</i> Qualifying and eligible participants will be identified using student performance data and school staff recommendations <i>from both general education and special education teachers and administrators.</i> Recruitment will focus on students struggling in core academic subjects and/or those who would benefit from developing stronger skills through our approach to learning.
Program Design	PROGRAM is a daily afterschool program with a strong academic curriculum for students who may be at risk for academic failure <i>or those whose disabilities</i>





Developing an Inclusive RFP/21st CCLC Grant

	<p><i>may have a contributing factor to testing greater than two academic years below grade level.</i> Students experience fun, hands-on, STEAM-focused activities, while building crucial life skills through financial literacy and college and career readiness activities. Through its design process approach, the program offers students a compelling strategy for conceptualizing and solving problems; the program also provides productive homework time, a nutritious snack, and other enrichment activities selected by the leadership of each site. The design allots 70% to 85% of each program day to academic enrichment, with the remainder designated for homework, snack, and nonacademic activities. <i>Staff training on instructional strategies shown to be effective with a wide variety of learners, including those with cognitive, physical and/or behavioral disabilities, will be provided.</i></p>
<p>Student Recruitment and Selection</p>	<p>Since most students in the partner schools are classified as economically disadvantaged and at risk of academic failure, PROGRAM will be open to all students in our partner schools. <i>Targeted recruitment materials will be distributed to departments and personnel supporting students struggling with attendance, earning low grades, and receiving specialized services, particularly those with IEPs directly indicating predicted benefit from out-of-school time academic programming.</i> The consortium will review applicants to assess distribution by grade level and the number of siblings seeking to participate. PROGRAM will give preference to students at greatest risk of failure based on attendance, recent report card grades and recommendations by school staff. If applicant demand exceeds total available slots, PROGRAM will use appropriate strategies (waitlist, random selection, etc.) to select participants.</p>

