



MEMORANDUM

TO: All 21st Century Community Learning Center Grant Applicants

IMPORTANT INFORMATION!!!

Before proceeding with your application, answer the question contained in the box below to determine if the 40% absolute priority defined in the statute has been met.

ABSOLUTE PRIORITY TEST

(check answer to question below)

QUESTION: The community learning centers which will be described in this grant application will primarily serve students attending schools eligible under Title 1, Section 1114

http://www.sde.idaho.gov/ConsolidatedPlan/_manage/reports/ConPlan09_10SchoolStatus.asp , or at least 40% of the students qualify for the free and reduced lunch program

<http://www.sde.idaho.gov/site/cnp/statisticsFinance/docs/March2009%20Eligibility.xls>.

ANSWER: (check box)

Yes

No

If the “**No**” box is checked the statute’s strict requirement has not been met – your application will be disqualified. Therefore, **do not proceed** with your application.

Date Due: 01/29/10, 4pm MST

Return to:

21st CCLC, ID Dept. of Education

PO Box 83720

Boise ID 83720-0027

IDAHO 21st Century Community Learning Centers Grant Program



Grant Application 2010- 2011

**Application Must Be In Our Office
by 4 PM MST January 29, 2010**

Funded projects will begin on July 1, 2010

This application packet expires on January 29, 2010.
A new application packet must be used for any subsequent competitions.

Idaho 21st Century Community Learning Centers Grant Program
Matt McCarter, Coordinator
Idaho Department of Education
650 West State Street
Boise ID 83702

Or

PO Box 83720
Boise ID 83720-0027

Phone: (208)332-6960
Fax: (208)334-2228

Web site: <http://www.sde.idaho.gov/site/cclc>

TABLE OF CONTENTS

APPLICATION GENERAL INFORMATION

SECTION A:

Introduction	1
Purpose.....	1
Funds Available	1
Eligible Applicants	2
Current grantees	2
Multiple applications	2
Target Population.....	2
Funding Priorities.....	2
Absolute Priority	2
Principles of Effectiveness.....	3
Competitive Priorities	3
Other Grant Selection Factors	3
Allowable Activities	4
Academic Services	4
Summer School... ..	4
Literacy Services / Parent Involvement	4
Award Duration and Amounts	4
Annual Award Amounts	4
Continuation Funding Requirements	5
Grant Request Guidelines	5
Matching Funds	5
Program Reporting.....	5
High Quality Program Characteristics	5
Core Design Elements	6
Operating Requirements for all Sites	6
Licensing Requirements.....	6
Service Options	6
Student Attendance	6
Meals/Snacks... ..	6

SUBMITTING THE APPLICATION

Letter of Intent	9
Application Deadline	9
Number of Copies	9
Delivery Instructions	9
Proof of Mailing	9
U.S. Postal Service	10
Personal Delivery	10
Courier Delivery	10
Rejection of Proposals	10
Application Evaluation.. ..	10
Notification of Funding Decision	10
Grant Process Timeline	11

GENERAL INSTRUCTIONS FOR COMPLETING THE APPLICATION

Format Instructions	12
Page Limit	12
Forms	12
Summary of Required Forms	12

TABLE OF CONTENTS (continued)

Application Sections and Point Values.....	12
--	----

APPLICATION STRUCTURE

SECTION A

Part 1 - Cover Page and Associated Required Forms	13
Part 2 - Table of Contents	13
Part 3 - Abstract	13
Part 4 - Absolute and Competitive Priorities	13
Cooperative Proposals and the Funding Priorities	14
Part 5 - Need... ..	14
Part 6 A-C -Project Design	14
Part 6A - Plan of Operation Table	14
Part 6B - Plan of Operation Narrative	15
Part 6C - Management Plan	15
Staffing	16
Collaboration and Partnerships	16
Sustainability	16
Equitable Access	16
Site Location	17
Fiscal Management	17
Part 7 - Evaluation Methods	17
Part 8 A & B - Adequacy of Resources/Budget	18
Part 8A - Adequacy of Resources	18
Part 8B - Budget Summary and Budget Justification	19
Mandatory Budget Items	19
Restricted Costs	19
Non-allowable Costs	19
Part 9 - Current State 21st CCLC Grantees Only	20
Part 10 - Appendix	20

2009-2010 21st CCLC GRANT PROGRAM APPLICATION FORMS

Grant Application Cover Page	21
Instructions For Completing The Cover Page	22
Statement of Assurances Signature Page	24
Instructions For Completing the Statement of Assurances Signature Page.....	26
Consortia Partners Signature Page	27
Instructions For Completing The Consortia Partners Signature Page	28
Cover Page Addendum	29
Instructions for Completing Cover Page Addendum.....	30
Plan of Operation Table	33
Grant Budget Summary -by Total Request	34
Instructions For Completing The Grant Budget Summary-by Total Request	35
Grant Annual Budget Justification (Grant Funds Only).....	36
Instructions for completing the Grant Annual Budget Justification (Grant Funds Only).....	37
Grant Annual Budget Justification (In-Kind/Matching Funds Only)	38
Instructions for Completing Grant Annual Budget Justification (In-Kind/Matching Funds Only).....	39
Application Waiver Form	40

21st Century Community Learning Centers Grant Program

General Information

INTRODUCTION

The State Department of Education is pleased to announce the 2010-11 competition for the Idaho 21st Century Community Learning Centers (21st CCLC) Grant Program. Nationally, it is estimated that 24 million school-age children have working parents, including many who receive no adult supervision during their out-of-school time. In addition, some school-age children do not have the support needed to realize their potential. The 21st CCLC grant program is designed to address these issues.

PURPOSE

The 21st CCLC grant program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind (NCLB) Act of 2001*. The program started in 1998 and was federally administered. The reauthorization in 2001 turned over responsibility for administering this program from the U.S. Department of Education (USDOE) to the State Educational Agency (SEA) in each state.

The purpose of the 21st CCLC program is to establish or expand community learning centers that provide students with social, cultural and recreational enrichment opportunities along with activities designed to complement students' regular academic programs and reduce achievement gaps. Community learning centers may also offer families of these students' literacy services and related educational development activities. Centers--which can be located in elementary or secondary schools or other similarly accessible facilities--provide a range of high-quality services to support student learning and development. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

The purposes of the 21st CCLC grants include:

- (1) providing opportunities for **academic enrichment**, including tutorial services, to help students (particularly students in high poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics in an effort to reduce achievement gaps;
- (2) offering students a broad array of **pro-social activities, programs, and events**, such as youth development activities, drug and violence prevention programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offering **families of students served** by community learning centers **opportunities for literacy and related educational development**.

FUNDS AVAILABLE

Each state's share of the NCLB funds is determined by a formula based on total Title I funds received. Idaho has approximately \$1.7 million in 21st CCLC funds to award for fiscal year 2010-11. The Idaho grants will be awarded through a competitive grant process administered by the State Department of Education. The State Department of Education reserves the right to reduce award amounts in order to maximize statewide impact. Once an award is made no change will be made to the amount.

Funding for this program is contingent upon continued funding from the USDOE Title IV B (NCLB).

ELIGIBLE APPLICANTS

Public and private organizations are eligible to apply for a 2010-11 21st CCLC grant. Examples of eligible agencies and organizations include, but are not limited to: public school districts and private schools (LEAs), community-based organizations (CBOs), non-profit agencies, city or county government agencies, faith-based organizations (FBOs), institutions of higher education, and for-profit corporations. A consortium of two or more such agencies, organizations, or entities is also eligible. The statute encourages eligible organizations to collaborate with schools when applying for funds.

Current grantees. Current state-funded 21st CCLC grantees with ongoing projects may not apply for duplicate funding for the same project activities or group of students. However, current grantees may apply for significant expansion of services to those students (e.g., adding a summer program) or for expansion to additional sites (e.g., serving 4 sites instead of 2) or a significant number of students. The application must clearly show how new funds will be used for new programming.

Multiple applications. An applicant may apply for more than one grant per funding cycle, as long as there is no duplication of service proposed. In other words, services may be proposed for a single school building in only one application per funding cycle. Large urban school districts may elect to submit separate applications for clusters of schools in different areas of the city.

TARGET POPULATION

Federal criteria requires that states make awards only to applicants that will primarily serve students who attend school buildings with a high concentration of poor students (40% or more of students in the building qualify for free or reduced-cost meals), giving priority to applicants serving children attending schools in need of improvement under Title I.

FUNDING PRIORITIES

There are two types of priorities for this competition: absolute and competitive. The absolute priority is a strict requirement, while applications that address the competitive priorities will receive additional points. Priority for funding will be reflected in additional points awarded for each funding priority that is met.

NOTE: For the Absolute and Competitive Priorities, unless otherwise instructed, use the figures reported to SDE as published in the 2009-2010 Title I Eligible Schools Report

http://www.sde.idaho.gov/ConsolidatedPlan/_manage/reports/ConPlan09_10SchoolStatus.asp or at least 40% of the students qualify for free and reduced lunch

<http://www.sde.idaho.gov/site/cnp/statisticsFinance/docs/March2009%20Eligibility.xls>.

Absolute Priorities - 10 Points

1. **High poverty.** Five (5) points will be awarded for proposals that will target students and family members of those students who attend schools that are eligible for 2009-10 Title I school wide programs or that in 2008-2009 served a high percentage of students from low-income families (at least 40% of the students qualified to receive free or reduced-cost meals). For cooperative proposals involving more than one school building, at least 50% or more of the school buildings to be served must have had a 2009-2010 Title I school-wide program or at least 40% of the students from each participating building must have qualified to receive free or reduced-cost meals in 2008-2009.

2. Principles of Effectiveness Five (5) points

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

- an assessment of objective data regarding the need for before- and afterschool programs (including summer programs) and activities in schools and communities;
- an established set of performance measures aimed at ensuring high-quality academic and social enrichment opportunities;
- if appropriate, scientifically-based research that provides evidence that the program or activity will help students meet the state and local academic achievement standards, reduce delinquency; and
- a periodic evaluation of programs to assess progress.

NOTE: If an applicant or consortium does not meet the absolute priorities, the application will not be considered for funding and will be denied.

Although no points will be awarded for this section; Part 9 is an absolute priority for current state 21st CCLC grantees that received funds in the 2009-2010 program year.

Competitive Priorities -20 Points

Additional points will be awarded for each competitive priority that is met by the applicant. For cooperative proposals, at least 50% of the school buildings to be served must meet an individual competitive priority in order to receive the additional points. **All of the competitive priorities do not need to be met.** Competitive priority points that:

- 1) will target students who attend schools identified for 2009-2010 as in need of improvement under Title I;
- 2) are submitted jointly by at least one school building benefiting from 2009-2010 Title I, Part A funds and at least one public or private community-based organization;
Note: Applicants that are unable to partner with a CBO within reasonable geographic proximity and of sufficient quality should document this situation, request a waiver of this requirement in this section, and, if justified, the applicant will be given the same priority points.
- 3) will target students who attend schools that have an extreme poverty rate (60% or more of the building students qualified to receive free or reduced-cost meals) in 2008-2009
- 4) will target students in grades 7 – 12.
- 5) will target students attending an alternative secondary program as defined by IDAPA code 08.02.03.110.

OTHER GRANT SELECTION FACTORS

In addition to the absolute and competitive funding priorities noted above, final selection of grant projects will be made based on the highest overall score.

ALLOWABLE ACTIVITIES

Students must be provided with academic enrichment and extended learning opportunities that are high quality, based on scientific research, if appropriate, and designed to complement the students' regular academic program. Grantees are limited to providing activities within the following list:

- ◆ remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement and reduce achievement gaps*;
- ◆ mathematics and science education activities;
- ◆ arts and music education activities;
- ◆ entrepreneurial education programs;
- ◆ service-learning activities;
- ◆ career exploration;
- ◆ tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- ◆ programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- ◆ recreational activities including those providing physical activity;
- ◆ telecommunications and technology education programs;
- ◆ expanded library service hours;
- ◆ programs that support parental involvement and family literacy;
- ◆ programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- ◆ drug and violence prevention programs, and character education programs.

*recommended maximum 30 minutes per day for these activities

Academic services. While academic services in specific subject areas are not required, it is strongly recommended that proposed projects consider offering services related to the following State Department of Education (SDE) goals: (1) all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics as identified by measurement tools such as: Idaho Standard Achievement Test (ISAT) and Idaho Reading Indicator (IRI); (2) all limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; and (3) all participants will graduate from high school.

Summer school. Grant funds may be used to provide summer school classes for the target population in conjunction with other allowable activities. 21st CCLC grant funds may not be used to fund only summer school classes during the summer recess period.

Literacy services / parental involvement. Grantees must provide family and community involvement opportunities including education development and bonding to school (i.e. dinner and a book, science fair, etc...).

AWARD DURATION AND AMOUNTS

Annual award amounts. Successful grantees will have a five-year grant period, with a reduction in grant funding the last two years of the grant funds available. The project will be 100% grant-

funded in years 1-3, 90% grant-funded in year 4, and 80% grant-funded in year 5, contingent upon the satisfactory attainment of continuation funding requirements.

Continuation funding requirements. Year-to-year continuation funding will be based on meeting program goals and objectives through outcomes* concerning student academics, student participation/attendance, social behavior and other objectives. Grantees must submit renewal applications for continued year-to-year funding.

*changes in attitude, behaviors, skills and knowledge.

Grant request guidelines. Minimum grant awards will be \$50,000 per project, per year. There is a \$300,000 maximum a grantee may apply for. **It is important to understand that the total amount available for this competition is \$1.7 million and the State Department of Education aims to fund approximately 7-10 sites in the 2010-2011 funding cycle.**

The State Department of Education reserves the right to determine final grant award amounts and may reduce initial awards based on the amount of funding available. Once an award is made no change will be made to the amount.

MATCHING FUNDS

A minimum match equaling 30% of the grant award is required and must be reflected on the budget forms. The match may be in-kind (staff, space, supplies, etc...). Grantees must contribute sufficient in-kind or matching funds in years four and five to continue the original level of services to the original number of students proposed to be served.

PROGRAM REPORTING

Grantees will be required to gather data throughout the year necessary for the SDE to prepare and submit a Federal Annual Performance Report (APR) from the Idaho 21st CCLC Management System that captures project activities, accomplishments, student learning outcomes, and social data, among other information. The three purposes of the APR are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application, (2) collect quantitative and qualitative data that addresses the performance indicators and (3) to fulfill federal reporting requirements for the 21st CCLC grant program. All grantees will be required to report specified demographic and program evaluation data (Included in Idaho 21st CCLC Management System). Core data reporting requirements will be finalized at a joint meeting with grantees and the statewide program evaluator (contractor) in summer 2010.

HIGH QUALITY PROGRAM CHARACTERISTICS

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart Afterschool Programs*, eight components are generally present in high-quality afterschool programs. These include:

- ◆ goal setting, strong management, and sustainability,
- ◆ quality afterschool staffing,
- ◆ attention to safety, health, and nutrition issues,
- ◆ effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth,
- ◆ strong involvement of families,
- ◆ enriched learning opportunities,
- ◆ linkages between school-day and afterschool personnel, and
- ◆ evaluation of program progress and effectiveness.

CORE DESIGN ELEMENTS

Core design elements **must be incorporated into the proposed project design**. These core elements include:

OPERATING REQUIREMENTS for all Sites

Licensing requirements. Programs operated by school districts on school property that do not charge fees for participation and do not receive funds from the Idaho Department of Health and Welfare (IDHW) need not go through IDHW day care licensing. School districts are already required by law to get background checks on all employees, and their facilities are already inspected for school purposes and are in use during the school day.

Programs operated by school districts on school property that charge fees for participation and will receive funds from IDHW for individual student scholarships or IDHW funding for any student participation must comply with the licensing requirements of IDHW (if IDHW requires it as a condition of funding).

Any program not operated by a school district, whether on or off school property, must comply with IDHW day care licensing requirements, including background checks, fire and building inspections.

Service options. Centers are **required to be open a minimum of 12 hours per week, four days per week and 100 days per year**. Services may be offered:

- ◆ afterschool (at least three hours per day, beginning when school dismisses), or
- ◆ both before- and afterschool (at least one hour before- and at least 2 hours afterschool, per day).

Services may also be offered during the summer break, on holidays and on weekends. Centers **that operate on non-school weekdays during the typical school year and the summer break will be required to operate at least four hours per day** (eight hours per day is *recommended*). On Saturdays, it is *recommended* that centers be open at least four hours per day.

21st CCLC services may not be offered during regular school hours.

Student attendance. It is recommended that programs require elementary student attendance every day and middle school/high school attendance at least three days per week of a five-day program, in order to maximize the impact of the program on student achievement and behavior.

Meals/snacks. Centers **must offer a daily, nutritious meal or snack that meets the requirements of the USDA Meal Programs for breakfast, lunch, snacks and supper**. The following meals should be served based on the program's hours of operation.

- ◆ only afterschool (daily, nutritious snack),
- ◆ both before-and afterschool (daily nutritious breakfast, and snack), and
- ◆ non-school days (daily nutritious breakfast, lunch and/or snack, dependent on hours of operation).

NATIONAL SCHOOL LUNCH PROGRAM
2009-10 REIMBURSEMENT RATES
Effective July 1, 2009–June 30, 2010
and
SIMPLIFIED SUMMER FOOD PROGRAM
REIMBURSEMENT RATES
Effective January 1, 2009–December 31, 2009

The Federal rates of reimbursement for National School Breakfast, Lunch, After School Snacks and Special Milk Programs are as follows:

Maximum Reduced Price is 30¢

1. NATIONAL SCHOOL BREAKFAST PROGRAM

	FREE	REDUCED	PAID
Regular Breakfast	1.46	1.16	.26
Severe Need Breakfast*	1.74	1.44	.26

*Severe Need Breakfast applies to a school that served 40% or more of its lunches as free and reduced in the 2nd preceding year (2007-08). It is the district's responsibilities to apply for severe need yearly on the site form. Severe need can be applied for at any time during the school year; however, payment is only retroactive for 60 days.

Maximum Reduced Price is 40¢

2. NATIONAL SCHOOL LUNCH PROGRAM

	FREE	REDUCED	PAID
Regular Lunch	2.68	2.28	.25
Especially Needy Lunch *	2.70	2.30	.27

*Especially Needy Lunch rate is paid to those districts that served 60% or more free and reduced lunches in the 2nd preceding year (2007-08).

Maximum Reduced Price is 15¢

3. AFTER SCHOOL SNACK

	FREE	REDUCED	PAID
Sites with less than 50% low income*	.74	.37	.06
Sites with more than 50% low income*	.74	N/A	N/A

*50% low income is determined by site using the March eligibility participants report.

4. SPECIAL MILK

Milk served to children with approved Free Milk application – full cost of milk
Milk served to all children without Free Milk application – .16

5. COMMODITY ENTITLEMENT – LUNCH ONLY

\$1.950 (for student meals only)

SIMPLIFIED SUMMER FOOD PROGRAM REIMBURSEMENT RATES
STATE FY - 2009
Effective January 1, 2009 – December 31, 2009

6.	SUMMER FOOD PROGRAM (2009)	ALL MEALS
	Administrative Rates:	
	(Rural or self-prep sites)	
	Breakfast	1.8150
	Lunch	3.1825
	Supper	3.1825
	Snack	.7525
	 (Other types of sites)	
	Breakfast	1.7800
	Lunch	3.1300
	Supper	3.1300
	Snack	.7350
 7.	 COMMODITY ENTITLEMENT	
	SUMMER FOOD – for each meal	.0150

Call Idaho Department of Education Child Nutrition 332-6820 for more information about applying for the USDA Meal Programs.

SUBMITTING THE APPLICATION

LETTER OF INTENT

All entities planning on submitting an application must provide a one page letter of intent to apply (brevity encouraged). **The letter of intent must be received in our office by 4 pm MST, Friday, December 4, 2009.** Submit the letter to the same location as the delivery instructions on this page indicate. Letters must include the name of organization applying for funds, address, primary contact email, name and phone number.

APPLICATION DEADLINE

The deadline for the Idaho 21st CCLC 2010-2011 grant competition is **Friday, January 29, 2010.** The application **must be received by the State Department of Education by 4 pm MST, Friday, January 29, 2010.** This closing time and date will be strictly observed in order to ensure equity for all applicants. No supplemental or revised information from applicants, including letters of commitment mailed separately, will be accepted after the closing date, or after an application has been submitted.

No facsimile or electronic submissions will be accepted.

NUMBER OF COPIES

Submit one original and six copies (for a total of seven copies) of the entire application. Write "ORIGINAL" in the upper right-hand corner of the original copy and be sure it has the required original signatures in blue ink. All copies must be unbound.

DELIVERY INSTRUCTIONS

Applications should be mailed, delivered by hand or by courier service to:

Matt McCarter, Coordinator
21st Century Community Learning Centers Grant Program
Idaho Department of Education
PO Box 83720
Boise ID 83720-0027
Or to: 650 West State Street, 2nd floor
Boise ID 83702

Proof of mailing. Regardless of the method of delivery chosen, it is strongly recommended that applicants retain a receipt to verify the mailing or delivery date. The use of **certified mail is encouraged** to provide a postmarked receipt for applicant files.

If an application is received after the deadline and the mailing date is in question, the application will be returned unscored if an acceptable method of proof of mailing is not provided. The applicant must show proof of mailing before the deadline date consisting of one of the following methods:

- 1) a legibly dated U.S. Postal Service postmark on the mailing container,
- 2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, or
- 3) a shipping label, invoice, or receipt from a commercial carrier (e.g., FedEx, UPS) showing the date on which the application was submitted to the carrier.

U.S. Postal Service. The following methods of proof of mailing **WILL NOT** be accepted if an application is sent through the U.S. Postal Service:

- ◆ a private meter mark, or
- ◆ a mail receipt that is not dated by the U.S. Postal Service (e.g., a receipt from a mailing service). Note: The U.S. Postal Service does not cancel or postmark mail which has been preposted through the use of a private meter unless it is mailed "across the counter" during business hours.

Personal Delivery. An application that is personally hand-delivered must be taken to the Idaho Department of Education (SDE), Len B. Jordan Office Building, Second Floor, 650 West State Street, Boise, Idaho. The Receptionist will accept and sign for applications only during business hours of 8 am – 4 pm (Mountain Standard Time, Monday-Friday, except holidays). An application that is personally delivered must be received at the above address before 4 pm Mountain Standard Time on or before January 29, 2010 in order to be considered for the current review cycle. Upon request, a receipt indicating the date and time of delivery will be provided.

Courier Delivery. Applicants using a commercial carrier such as FedEx, UPS, etc., must be able to show a shipping label, invoice, or receipt documenting the date on which the application was submitted to the carrier.

REJECTION OF PROPOSALS

The Idaho Department of Education reserves the right to reject any and all proposals received as a result of this announcement, and will do so if the proposal does not adhere to eligibility criteria, funding specifications, application preparation instructions, or demonstrates insufficient progress as a current federally-funded grantee. **No facsimile or e-mail transmissions will be accepted.** A late application, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions, will not be accepted.

APPLICATION EVALUATION

SDE staff will check-in applications and verify the accuracy of application information.

Applications will then be scored by a team of qualified individuals. Applications will be evaluated by using the Application Scoring Sheet (Rubric) found on pages G-I.1 through G-I.14 of the Guidance document, which can be accessed at <http://www.sde.idaho.gov/site/cclc>.

All grant reviewers will be required to attend trainings by SDE Staff to ensure a consistent and fair review process.

NOTIFICATION OF FUNDING DECISION

All applicants will be notified of the final funding decision by letter by April 30, 2010.

Correspondence regarding the funding status of the application will be sent to the authorized applicant representative at the address listed in the Application Cover Page box 1. The authorized applicant representative is responsible for notifying all other parties (e.g., co-applicants).

GRANT PROCESS TIMELINE

The grant application process for 2009-2010 will be as follows:

- ◆ November 2, 2009 - Release of the application and guidance
- ◆ November 2009 - Bidder's Workshops
- ◆ December 4, 2009 - Letter of Intent due
- ◆ January 29, 2010 - Application must be received by SDE by 4 pm MST.
- ◆ February – March, 2010 - Peer review of grant applications
- ◆ April 2010 – Announcement of grantees
- ◆ May 28, 2010 - Mandatory new grantee meeting
- ◆ July 1, 2010 - Grant period begins

21st Century Community Learning Centers Grant Program General Instructions for Completing the Application

The format for writing 21st CCLC grant applications is designed to provide consistency among proposals so that all may be rated based on the same fundamental elements. Applications **will not** be evaluated if they do not include the components described below, or adhere to application format requirements. Extraneous materials or information not requested should not be included and will not be reviewed.

FORMAT INSTRUCTIONS

The word-processed application must be double-spaced, with one-inch margins and Times New Roman size 12-point. The application must be printed on one side of 8½ " by 11" paper unbound. The proposal must be written and assembled **using application headings and subheadings in the narrative** in the same order in which the sections are discussed in this application guide. It is helpful, though not required, to have footer with the applicant name on each page. Consecutively number each page, including forms, tables, and any additional materials. Tables, charts and graphs are allowed and need not conform to double-spacing or 12-point font. If applicable, renumber printed forms to conform to the consecutive order of the rest of the application. (*No handwritten/hand printed application will be accepted.*)

PAGE LIMIT

The narrative portion (Part 4 - 8A) of the proposal using application headings and subheadings must be **no more than 20 pages in length**. The page limit does not apply to the table of contents, application forms, budget, and letters of commitment. SDE will reject, and **will not** review an application that exceeds the page limit requirements.

FORMS

Forms are available at <http://www.sde.idaho.gov/site/cclc> in PDF format or WORD. The forms may be printed from the web site, but cannot be submitted electronically. The WORD document may be saved to your computer. The Cover Page Addendum and all budget forms are available in both PDF and WORD.

Summary of Required Forms

- ◆ Part 1a: Grant Application Cover Page (A-21)
- ◆ Part 1b: Statement of Assurances Signature Page (A-24)
- ◆ Part 1c: Consortia Partners Signature Page (A-27)
- ◆ Part 1d: Cover Page Addendum (A-29)
- ◆ Part 6a: Plan of Operation Table (A-33)
- ◆ Part 8b: Budget Summary by Total Request (A-34)
- ◆ Part 8b: Annual Budget Justification (Year 1 Grant Funds Only) (A-36)
- ◆ Part 8b: Annual Budget Justification (Year 1 In-kind/Matching Funds Only) (A-38)

APPLICATION SECTIONS AND POINT VALUES

The application is comprised of the absolute and competitive priorities and four main elements worth **130 total points**. These elements include the following:

- ◆ **Absolute and Competitive Priorities - Part 4** **30 points total**
 - *Absolute Priority – up to 10 points*
 - *Competitive Priorities – up to 20 points.*
- ◆ **Need - Part 5** **20 points total**

- ◆ **Project Design – Part 6** **50 points total**
 - *Plan of Operation Table - up to 15 points*
 - *Plan of Operation Narrative – up to 15 points.*
 - *Management Plan – up to 20 points.*
- ◆ **Evaluation – Part 7** **15 points total**
- ◆ **Resources/Budget - Part 8** **15 points total**
 - *Adequacy of Resources – up to 5 points*
 - *Budget – up to 5 points*
 - *30% Match- up to 5 points*

APPLICATION STRUCTURE

Application headings and subheadings are required in the written order they appear in grant application.

In order to receive credit for each part of the Narrative, the information and the bullets under each part of the heading and subheading must be addressed in that specific section. Avoid using jargon and spell out acronyms.

Part 1 - COVER PAGE AND ASSOCIATED REQUIRED FORMS (0 Points)

All applicants must complete the Grant Application Cover Page (A-21) and Statement of Assurances Signature Page (A-24). Instructions are included following each form.

Part 2 - TABLE OF CONTENTS (0 Points)

Provide a Table of Contents that identifies the page number of each required part, subpart and form. Use the application headings and subheadings to assist readers in finding requested information.

Part 3 - ABSTRACT (0 Points)

Prepare a one-page abstract that provides a brief overview of the project (describe a typical day in the program). Include service area, activities proposed, participants to be served, and the intended outcomes.

Part 4 - ABSOLUTE AND COMPETITIVE PRIORITIES (30 Points)

These are addressed on the coversheet and addendum. Document the extent to which the proposed project meets the funding priorities listed below (see pages A-2 and A-3 for complete descriptions):

- ◆ Indicate that the program will target students and family members of those students who attend schools that were eligible for 2009-2010 Title I school wide programs or that served a high percentage of students from low-income families (at least 40% of the students qualified to receive free or reduced-cost meals) in 2008-2009. [**Absolute priority**]
- ◆ Principles of Effectiveness must be met (see page A-3). [**Absolute priority**]
- ◆ Indicate whether the program will target students who attend schools identified for 2009-2010 as in need of improvement under Title I. [**Competitive priority #1**]
- ◆ Indicate whether the application was submitted jointly by at least one school building benefiting from 2009-2010 Title 1, Part A funds and at least one public or private community-based organization (CBO). Describe the partnership, if appropriate.

NOTE: Applicants that are unable to partner with a CBO within reasonable geographic proximity and of sufficient quality should document this situation, request a waiver of this requirement in this section, and, if justified, the applicant will be given the same priority points. [**Competitive priority #2**]

- ◆ Indicate whether the program will target students who attend schools that have an extreme poverty rate (60% or more of the building students qualified to receive free or reduced-cost meals) in 2008-2009. [**Competitive priority #3**]
- ◆ Indicate whether the program will target grades 7 – 12 (50% or more). [**Competitive priority #4**]
- ◆ Indicate whether the program will target alternative secondary programs (IDAPA 08.02.03.110). [**Competitive priority #5**]

Cooperative proposals and the funding priorities. If services will be provided at more than one center or more than one school building target population will be served, complete the Cover Page Addendum (A-29) form to report the above information for each school. For cooperative proposals involving more than one school building, at least 50% of the school buildings to be served must meet the absolute priority of having a Title I schoolwide program or at least 40% of the students from each participating building must qualify to receive free or reduced-cost meals. The non-qualifying school(s) in cooperative proposals must meet some of the competitive funding priorities. In order to receive points for a competitive priority, at least 50% of the schools in the consortium must meet that individual competitive priority.

Part 5 - NEED (20 Points) Following bulleted items in this specific section to be addressed.

In the Need section, provide additional documentation of need as requested below. If serving more than one school building population, provide information summarizing key information for each building.

- ◆ Provide the results of a community needs assessment.
- ◆ Document the lack of community services to address identified needs.
- ◆ Document the need for the project based on the factors that place students at risk (e.g., economic, health, safety, special needs, etc.) and provide substantiating data to support each.
- ◆ Document the academic needs and the need for academic support outside of the regular school day; include district dropout rate percentage for 2008-2009. Dropout rate percentage can be found at: http://www.sde.idaho.gov/site/statistics/docs/hs_graduates/12%20year%20comparative%20Dropout.xls.
- ◆ Summarize how the proposed project will improve student achievement and reduce the risk factors identified for each target population.

PART 6 A-C - PROJECT DESIGN (50 Points)

6A - PLAN OF OPERATION TABLE the following bulleted items in this specific section to be addressed.

Provide a table (A-33) that supplies the information requested below.

1. Develop project objectives that focus on the following:
 - measurable student learning outcomes in one or more core academic areas;
 - social benefits and positive behavioral changes; and
 - family and community involvement including education development and bonding to school.
 - Individual attendance and participation expectations.

Project objectives must indicate: (1) who will be served, (2) the behaviors the project is designed to change, (3) the major elements of the project that will impact behavior, and (4) the degree or criterion of success (by how much to you aim to change behavior).

2. List annual expectations of progress for all five years of the program for each objective that will be used to monitor program success.
3. List activities to achieve objectives.
4. Provide the time frame for and frequency of the activities.
5. List the personnel required for various activities.
6. List the primary resources needed to conduct activities.
7. List data/information to be collected to measure each objective.

NOTE: The project design should include a comprehensive scope of services to meet the needs of the whole child and must include services above and beyond those that the regular school day typically offers.

6B – PLAN OF OPERATION NARRATIVE [Use heading and address following bulleted items in this specific section]

- ◆ Provide a schedule of operation for each proposed service center (if the schedules differ by center) for each period of service (e.g., school year, summer break, holidays). If the schedules among multiple centers are identical, note this. The schedule of operation must include the total number of children and youth to be served at each center, the organization responsible for center operation, the collaborating partners that will be providing services, the months of the year and days of the week the program will be offered, the daily hours of operation, and documentation of when meals and snacks will be served. A program must operate a minimum of 12 hours per week, 4 days per week, 100 days per year and at least 4 hours/day on non-school days, including summer break (summer programming is optional).

Schedule of operation format:

Site	Time Period	Days of Week/Month of Year	Grade and Activity	Number Served	Organization responsible	Collaborating Partners

Address the following items in operation narrative:

- ◆ Based on the services proposed, document when appropriate snacks/meals will be served.
- ◆ Describe how the activities are expected to improve student achievement, behavior and social interaction.
- ◆ Describe how your program will balance student achievement with fun, student-centered enrichment activities.
- ◆ Describe the plan for disseminating information about your programs.
- ◆ Describe the transportation plan to ensure that students travel safely to and from the 21st CCLC center(s) and home for school-based and/or off-site programs.
- ◆ Cite scientifically-based research that provides evidence that project strategies are likely to attain the intended outcomes.

6C -MANAGEMENT PLAN [Use heading and subheadings, to address the following bulleted items in these specific sections.]

Staffing

- ◆ Describe the staffing for proposed programs and services. For multiple centers, provide a table to summarize this information. List each staff member and provide their role/title, a summary of their qualifications (or desired qualifications), project responsibilities, and percentage of full-time equivalency (FTE) to be devoted to the project. Do not include vitae or resumes. Include student-to-staff ratios if appropriate.
- ◆ Document that the director/coordinator will have sufficient time (percentage of FTE) to oversee the grant and site operations. **NOTE: It is strongly recommended that each program have a full-time director/coordinator.**
- ◆ Describe how qualified volunteers might be used to carry out project duties and provide mentorship to participants.
- ◆ Describe plans for initial screening (including background checks for non-school adults) and ongoing training for both staff members and volunteers.
- ◆ Indicate that all staff are either certified by SDE or possess appropriate education and experience related to youth development.

Collaboration and Partnerships

- ◆ Describe how the 21st CCLC funds will be used with other federal funds (e.g., Child Nutrition, Temporary Assistance for Needy Families), state, and local programs to achieve project outcomes. Summarize the type of contributions (e.g., in-kind support, staff development, transportation, cash) by each of the local partners. Substantiate the contributions through letters of commitment to be placed in the Appendix.
- ◆ Provide a brief explanation of prior experience or promise of success for each partner in the proposed project.
- ◆ Describe how the program was developed and will be carried out in active collaboration with the leadership and staff with the schools that targeted students attend.
- ◆ Describe how the applicant will collaborate with other agencies to provide services and the plan to assemble a community advisory board for the program.

Sustainability

- ◆ Describe a preliminary plan for how the community learning center might continue after grant funding ends (i.e., sustainability). Include a description of current public/private partnerships, the plans to expand these partnerships, and the plans to develop public/private partnerships.
- ◆ Include a description of the investments (e.g., in-kind support or cash contributions) that each of the partners may contribute after the grant funding ends.

Equitable Access

- ◆ Document whether or not a fee will be charged for programming for each center where services are proposed. If a fee will be charged, provide an explanation of the fee structure. Easy to access scholarship / sliding scale mechanisms must be documented and in place. All revenue generated by charging fees must be expended within the 5 year grant cycle. The SDE strongly discourages charging fees for service, if a fee is implemented an explanation of why fees are necessary is required. No participant is to be turned away due to inability to pay.
- ◆ Describe the plan for equitable access and participation for students, teachers, and other program beneficiaries with special needs. Consider barriers such as gender, race, national origin, color, disability or age.

- ◆ Describe the plan for outreach and to eliminate barriers that could impede equitable access to participation in activities due to limited English proficiency among students and their family members.
- ◆ Describe the steps that will be taken to ensure equitable access to programs and services for non-public school youth who meet the eligibility requirements of the 21st CCLC grant program.

Site Location

- ◆ Indicate that the project center is either a school building or an equally safe and accessible location and/or meets all appropriate local, state and federal codes.
- ◆ Describe the location and space in which the proposed activities will take place. If the project center is a school building, provide a letter of commitment from the school principal.
- ◆ If the location is not a school site please provide the information requested below:
 - provide a letter of commitment from the CBO director, (include in appendix),
 - evidence that the program will be as available and accessible as it would be at a school site,
 - evidence that the school district and collaborating partners are in agreement on the alternate learning center site(s), and
 - a plan for communication between the alternate site(s) and the schools the students attend, including how the applicant will:
 - assure the alignment of the academic component with the state/local standards and curriculum,
 - access necessary student academic records,
 - assure that the participants were in attendance during the regular school day, share information on students' progress between school-day and 21st CCLC
 - facilitate communication between program staff and families, and
 - provide evidence that transportation costs of a school versus non-school-based program were considered when deciding on the program location.

Fiscal Management

- ◆ Identify the organization that will act as the fiscal agent for the grant and detail their responsibilities. The use of public school districts as fiscal agents is strongly recommended. Requests for other entities to act as the fiscal agent should be made in this section and will be considered based on the following criteria:
 - previous experience administering local, state or federal grants of similar dollar value,
 - proven fiduciary responsibility as demonstrated through annual audits, and
 - partnership with the school district(s) and the school site(s) to be served.
- ◆ Fiscal agents are subject to approval by SDE.

NOTE: Fiscal agents must have cash on hand to cover the costs associated with one month of programming as the SDE allocates dollars through a reimbursement process.

PART 7 - EVALUATION METHODS (15 Points)

Although evaluation plans will vary across projects, grantees will be required to collect and report data to the SDE. The Idaho State Achievement Test, the Idaho Reading Indicator, and other state and local school academic growth measures will be used to evaluate the effectiveness of the program to improve students' learning. Additional data will be required to measure non-academic outcomes (behavior, social and refusal skills, etc...). Demographic data required includes: gender,

ethnicity, grade level, school attended, special education status, disability, English language learner, and free or reduced price lunch eligibility.

Baseline data must be collected and maintained for every program participant. This data includes, but is not limited to, the following: school absenteeism (total number of days absent from school each year); suspension (total number of days per school year for each student); expulsions (total number of days per school year for each student); dropouts (number of program students that drop out of school each year), mobility, and/or daily program attendance and social data (school incidents, delinquency, etc).

Each of these data points will be reflected in the Idaho 21st CCLC Management System and grantees will be required to record much of the data into the system.

Include an agreement/assurance (letter of commitment) from the building principal and local law enforcement to share student data required by the evaluation component (include in appendix).

In addition to required data collection referenced above, please address the following elements regarding program specific evaluation plans:

- ◆ Describe the plans for evaluating program success, note any tools and techniques that might be utilized for evaluation. Input should be gathered from parents, staff, teachers, community members, and students (Advisory Board). Describe the plans for gathering annual outcome-based data for evaluation including measures for positive behavioral changes.
- ◆ Describe how the evaluation results will be used to refine, improve and strengthen the program.
- ◆ Describe the plans to ensure that the school district and collaborating partners will share data required by the evaluation component.
- ◆ Describe plans for annual and activity specific dissemination of project progress/results to stakeholders and others.

PART 8 A & B -ADEQUACY OF RESOURCES/BUDGET (15 Points) [Use this heading]

Part 8A - ADEQUACY OF RESOURCES

- ◆ In an introduction to the budget, discuss the resources and personnel that will be allocated for the activities listed in the Plan of Operation Table (form A-33).
- ◆ Describe how existing school and other resources will be used to carry out project activities.
- ◆ Discuss the adequacy of the budget to meet needs in the following areas: staffing, staff development, program implementation, supplies, student transportation, snacks and program management.
- ◆ Describe a plan to generate sufficient in-kind/matching funds in years 4 and 5 to continue the original level of service to the original number of students proposed to be served.
- ◆ Indicate which in-kind resources will be provided and by whom (at least a 30% match per year is required)
- ◆ Indicate how any supplies and equipment purchased with 21st CCLC grant funds will be identified as the property of the grantee(s). Any other proposed ownership of property or equipment purchased with 21st CCLC grant monies must be requested in this section and is subject to approval by SDE.
- ◆ **If applicable, waivers must be provided in this section. (form A-40)**

PART 8B - BUDGET SUMMARY AND BUDGET JUSTIFICATION

A summary budget for the entire five-year grant period (form A-34), as well as a detailed budget for year one (form A-36), is required. The budget section is composed of two main parts: the budget summary and budget justification. The budget summary outlines general categories of expenses (e.g., salaries) but does not provide detail. The Budget Justification (A-36) provides a breakdown of grant funds requested while in-kind/matching funds are itemized on A-38. An example of all completed budget forms is available in the "Guidance Packet" at <http://www.sde.idaho.gov/site/cclc>.

Critical Budget Development Considerations:

- ◆ Develop a budget that is complete, detailed, and free of errors.
- ◆ Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e., hourly rate or per item cost).
- ◆ Justify proposed in-kind/matching fund expenditures providing detail and itemization. Collected fee shall not be included as match. Align the budget to support the objectives set forth in the Project Operations Table.

Mandatory Budget Items

Some project expenses must be budgeted either in the grant funds requested or the in-kind/matching contributions. These mandatory budget items include: student transportation and staff development. In addition to local training, applicants must budget for two meetings / trainings (Boise, Sun Valley) and **have the option** of budgeting for one regional or national conference.

Restricted Costs

Grant funds may be used for the following costs, up to certain limits, if justified by application information.

- ◆ Up to \$500 of the total annual grant award may be spent in remodeling existing physical facilities to house a 21st CCLC program.
- ◆ Applicants will be required to explain any computer hardware purchases and explain how existing local computer resources will be used.
- ◆ Stipends for teachers performing grant-related work on non-contract time are allowable up to a limit of \$15/hour or \$120/day or the school district contract rate. If the amount requested for stipends exceeds this limit, a waiver must be provided in Part 8A-Adequacy of Resources.
- ◆ Indirect costs are allowed but must be set at the restricted indirect cost rate of the school district that is the applicant or is partnering with the applicant agency. The 2008-2009 restricted indirect cost rates are available from School Finance at SDE. Contact Julie Oberle at (208) 332-6842
- ◆ Consultant costs are limited to \$62.50 an hour or \$500 per 8-hour day unless otherwise justified and approved by SDE.
- ◆ Building rental costs are limited to the fair market value for similar facilities in your locale. Provide comparable rental rates, if applicable, in Part 8A-Adequacy of Resources.

Non-allowable Costs

In general, the following expenses are not allowable under the Idaho 21st CCLC Grant Program:

- ◆ Programs that operate, or for teaching that occurs, during the regular school day,

- ◆ Capital construction,
- ◆ Land acquisition,
- ◆ Supplanting federal, state, or local funds (e.g., using grant dollars to fund summer school classes when previously offered and paid for by district or other funds),
- ◆ Proposal development or planning costs,
- ◆ Other costs as determined by SDE, and
- ◆ Any costs not allowable for federal programs per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

PART 9 – CURRENT STATE 21st CCLC GRANTEES ONLY (0 Points)

(Include responses in appendix; this section does not apply to the 20 page narrative limit.)

This is an absolute priority for current state 21st CCLC grantees that received funds during the 2009-2010 program year. Although no points are awarded for this section, the information provided has the potential to impact funding decisions.

Applications from current 21st CCLC grantees must provide the following information:

- ◆ Identification of current project goals, including student attendance,
- ◆ Evidence of goal achievement since grant inception based on the annual yearly progress report data available, and
- ◆ Extent to which project goals/objectives indicated on the most recent successful application, including student attendance, were met every year since project inception.

If this section does not apply, provide the Part 9 heading and write "Not Applicable".

PART 10 - APPENDIX

Letters of commitment should be placed in the Appendix. The Appendix may not be used as a means to circumvent the narrative page limit (20). Reviewers will be instructed to disregard extraneous Appendix materials in scoring the proposal.