

SECTION G-F: OPERATING REQUIREMENTS AND MISCELLANEOUS

OPERATING REQUIREMENT FOR ALL SITES

Programs operated by school districts on school property that do not charge fees for participation and do not receive funds from Idaho Department of Health and Welfare (IDHW) need not go through IDHW day care licensing. 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.

MISCELLANEOUS

F.1: What portions of the USDOE's General Administrative Regulations (EDGAR) apply to the 21st CCLC program?

Part 76--State-Administered programs, Part 77-Definitions that Apply to Department Regulations, Part 80-Uniform Administrative Requirements for the Grants and Cooperative Agreements to States and Local Governments, Part 82-New Restrictions on Lobbying, Part 85- Governmentwide Department and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants), Part 99-Family Educational Rights and Privacy. These regulations may be reviewed in their entirety at <http://www.ed.gov/offices/OCFO/grants/edqar.html>.

F.2: What are some guidelines for writing good objectives and activities?

In order to write an effective plan of operation, it is important to have a clear understanding of the difference between goals, objectives and activities. An explanation of goals, objectives and activities follows.

Goals are broad statements about what the overall purpose of the program is. Some authors suggest that goals can describe either *ends or means* (e.g., Morris & Fitz-Gibbon, 1978b). Goals should be reflected in the abstract and can be effectively used in summarizing the need section (e.g., "We have *these needs* and this is what we hope to accomplish with this project"). *Goals are not specifically requested in the "Plan of Operation" section but can be addressed, as long as they are not confused with objectives.*

The broadly-stated goals should meet four conditions:

- (1) their meaning should be clear to the people involved;
- (2) they should be *agreed* upon by program planners and funding agencies;
- (3) they should be clearly identifiable as dealing with an end product; and
- (4) they should be realistic in terms of time and money available.

As an example,

80% of program participants will reach or exceed individual academic goals.

or

Behavioral referrals during the school day will be reduced by 10% among program participants.

Objectives. Objectives are more specific statements about the expectations for the program. They describe the outcomes, behaviors, or performances that the program's target group should demonstrate at its conclusion to confirm that the target group learned something. An objective is a statement of certain behaviors that, if exhibited by students, indicates that they have some skill, attitude, or knowledge (Morris & Fitz-Gibbon, 1978b). Objectives must be measurable and specific.

As suggested by Tyler (1950), Mager (1962), and others, objectives should identify:

- (1) the **audience**, who the learner is, the target group;
- (2) the **behavior**, what the target performance is;
- (3) the **conditions** under which the behavior will be performed; and
- (4) the **degree**, the criterion of success.

Following the ABCDs of objective writing will ensure the evaluability and the clarity of the objective. For instance, the objective *Students will learn to read in English* may be admirable, but there is no indication of the time frame for learning to read, how "learning to read" will be measured, or how well students must read before the objective is considered a success. To ensure that the objective is measurable, it should be written as

By the end of the project year, students will read and understand grade-appropriate materials as measured by responding with 80% accuracy to the project-developed Reading Assessment Scale.

In this statement, the audience is the "students," the behavior is "reading and understanding grade-appropriate materials," the conditions are "by the end of the year," and the degree is "80% accuracy on the project-developed" instrument. Whenever a specific level of accuracy is included, it should be defended. For instance, a note might add that "the state has mandated an 80% accuracy level to indicate mastery," or an author who suggests such a level of accuracy might be cited.

REMEMBER: Objectives should focus on measurable student learning outcomes in one or more core academic areas, social benefits and positive behavioral changes, and family and community involvement. Be sure to include an objective concerning program attendance and student participation.

Activities. Activities describe in detail any prerequisites or actions necessary to ensure the achievement of the objectives. "Prerequisites" refer to any conditions and/or criterion in which the objective is to be achieved.

An activity statement is a clear description of the performance or expected behavior.

- (1) State activities in specific and measurable terms.
- (2) Write activities in a logical sequence.
- (2) Relate activities to the program's goals and objectives.

NOTE: The preceding information on goals, objectives and activities was adapted from the "Evaluation Handbook" by Judith Wilde, PhD and Suzanne Sockey, PhD of the Evaluation Assistance Center -Western Region, New Mexico Highlands University, Albuquerque, New Mexico, December 1995.

F-3: How can school data on free and reduced-cost meals (poverty) be accessed?

School building data required to determine eligibility for the Absolute and Competitive Priorities is available on the SEA web site or by referring to the cover page of this grant document.

- ◆ **Absolute Priority #1**
For the purposes of this grant, the percentage reported for the 2009-2010 Title I school wide programs http://www.sde.idaho.gov/ConsolidatedPlan/_manage/reports/ConPlan09_10SchoolStatus.asp or the percentage reported for the school (building) in 2008-2009 must be at least 40% to meet the Absolute Priority.
<http://www.sde.idaho.gov/site/cnp/statisticsFinance/docs/March2009%20Eligibility.xls>
- ◆ **Absolute Priority #2**
Proposed projects must indicate how they meet the **Principles of Effectiveness** described in law.
- ◆ **Competitive Priority #1**
This data is available by using the same directions as in Absolute Priority. The school building(s) is/are identified for 2009-2010 that are in need of improvement under Title I.
- ◆ **Competitive Priority #2**
Follow the procedures outline above for the Absolute Priority to determine if the school building(s) to be served meets(s) the absolute priority as well as partnering with at least one community-based organization.
- ◆ **Competitive Priority #3**
Follow the procedures outlined above for the Absolute Priority to determine if the percentage reported for the school (building) in 2007-2008 is at least 60% to meet Competitive Priority #3.
- ◆ **Competitive Priority #4**
Document that the program services secondary students (Grades 7-12)
- ◆ **Competitive Priority #5**
Document that the program will serve students attending an alternative schools as defined by IDAPA Code 08.02.03.110

F-4: What information will be requested of grantees to document duties and responsibilities among consortium partners?

In a cooperative project, it is highly advisable to agree on and document key programmatic issues so that all partners are fully aware of their responsibilities. For example:

- (1) Who will have ultimate decision-making authority?
- (2) Will a single person be given this authority or will a board be established to make decisions?
- (3) How often will consortium partners / advisory board meet?
- (4) Who will handle the budgeting issues?
- (5) Who will handle the accounting and auditing responsibilities?
- (6) Each grantee will be required to submit a written agreement that documents:
 - ◆ The purpose of the consortium (e.g., to establish, maintain, and operate before- and afterschool programs within the school building attendance boundaries of the participating schools),
 - ◆ The governing body of the consortium;
 - ◆ Governance issues;
 - ◆ Meeting frequency;
 - ◆ Reporting project progress through submission of annual reports;
 - ◆ Budgeting;

- ◆ Fiscal duties; and
- ◆ Other issues pertinent to the local group.

F-5: What is the policy regarding equipment ownership?

Unless otherwise provided by applicable law or regulation, any personal property or equipment purchased with 21st CCLC grant funds is considered the property of the grantee(s). Any other proposed ownership of property or equipment purchased with 21st CCLC grant funds must be requested in Part 8A -Adequacy of Resources.

F-6: Which evidence of mailing date is acceptable?

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. The applicant must show proof of mailing on or before the deadline date consisting of one of the following methods:

- ◆ a legibly dated U.S. Postal Service postmark on the mailing container,
- ◆ a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, or
- ◆ 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.