Idaho State Department of Education

21st Century
Community Learning Centers
Grant Program

Application for 2016-2017

Submission Deadline: 4:00p.m, January 29, 2016
Funded Projects will begin July 1, 2016

Student Engagement and Postsecondary Readiness Division

The Office of the Superintendent of Public Instruction
Boise, Idaho

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Application

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**Project Narrative**

**Accessing the online portal:** All 21st CCLC applications must be completed in the State Department of Education (SDE) online application portal. Before gaining access to the online portal, all applicants must first complete the Letter of Intent and submit to the SDE via email to Camille McCashland, cmccashland@sde.idaho.gov. Following receipt of the Letter of Intent, the SDE will follow-up with each applicant to provide confirmation that the applicant has been entered into the portal and additional information on log-in procedures.

Please note that it may take the SDE up to five business days to respond to each Letter of Intent. As such, the SDE strongly recommends submitting the Letter of Intent by December 4, 2015. It is the responsibility of the applicant to submit in a timely matter to avoid any delays in accessing the portal.

**Applicant Info:** Provide the name, contact information and partnership for the application.

The *authorized applicant representative* represents the applicant organization or partnership; list the name of the non-profit president, superintendent, or authorized representative of a partnership. This person will be the primary contact for correspondence about the application, including notification of funding decision. The *project director*, if known, will be directly responsible for the operations of the project and may be contacted as a secondary source of information about the proposal.

Partnerships are required for eligibility for the 21st CCLC program. If partnerships are unavailable, the applicant is required to submit a waiver of this requirement with the letter of intent describing the inability to partner with another organization due to geographic proximity or partner interest. Waivers must be signed by the authorized application representative and are subject to SDE approval.

If a single organization is involved with the project and the waiver has been approved by the SDE, check "no." For a partnership proposal, check "yes" and indicate the fiscal agent responsible for all financial matters concerning the grant.

**Absolute Priorities:** Federal criteria requires that states make awards only to applicants that will primarily serve students who attend school buildings with:
- a high concentration of low-income students (40% or more of students in the building qualify as low-income, according to the 2015-2016 school year), or
- serving children attending schools eligible for schoolwide programs under section 1114 under Title I, according to the 2015-2016 school year, [http://apps.sde.idaho.gov/CFSGA/Year/22/Home/SelectProvider](http://apps.sde.idaho.gov/CFSGA/Year/22/Home/SelectProvider)

*Determining eligibility: After following the link above, type the school district name. On the left side of the screen, select “Title I-A College & Career Ready”. Then, click on “Allocations to Schools” to view low-income and Title I: schoolwide eligibility)*

**Competitive Priorities:** Additional points may be awarded for each competitive priority that is met by the applicant. For partner proposals involving more than one school building, at least 50% of the school buildings to be served must individually meet a competitive priority in order
for the partnership to receive points for that priority. For non-school centers, provide data for the pertinent populations to be served.

Please note that centers must be added in the application portal and target schools must be identified before the “competitive priorities” tab can be completed.

**Principles of Effectiveness:** According to the Title IV B statute, programs must be based on the federal Principles of Effectiveness:

- an assessment of objective data regarding the need for before and after-school 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.

**Abstract:** 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.

**Demonstrated Need for the Program:** For each proposed site, provide objective data supporting the unmet need for before-school, after-school and summer programs in your community.

- Describe the results of a community needs assessment and site-specific need for 21st CCLC.
- Document the lack of community services to address identified needs.
- Describe your target population, including the academic, social, emotional, cultural, physical health, safety and developmental needs of the students and families to be served.
- Describe any before or after-school programs currently serving your target population and explain why these services are insufficient to meet identified needs.
- Describe how the proposed project will address and reduce the specific risk factors for the target population.

**Project Design:** 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. Include the following items in the project narrative:

- Describe how the activities are expected to improve student achievement, behavior and social-emotional well-being.
- Describe how the program will balance student achievement with fun, student-centered enrichment activities.
- Describe the plan for meeting the common statewide objectives (listed on the Guidance document, page 7).
- Ensure that a letter documenting the plan for providing snacks/meals for students through the U.S Department of Agriculture child nutrition programs or funding from a private organization is included.
Describe the plan for providing literacy or related education development, including education opportunities and events, to the families of children served by the program.

Cite scientifically-based research that provides evidence that project strategies are likely to attain the intended outcomes.

Describe a preliminary plan for how the program will continue after grant funding ends (i.e. sustainability). Include a plan to expand or develop additional partnerships.

**Center Information:** Provide a schedule of operation for each proposed service center and for each period of service (e.g., school year and summer break). The center information must include the total number of children and youth to be served at each center, the responsibilities of staff working at the centers, the months of the year and days of the week the program will be offered and the daily hours of operation. A program must operate a minimum of twelve (12) hours per week, four (4) days per week, 100 days per year and at least four (4) hours/day on non-school days during the school year. A program must operate a minimum of twenty (20) hours per week, three (3) days per week for at least two weeks during the summer. Time spent transporting students before and after the program is not included in the required hours. Applicants can request funding for up to four centers.

**Centers- Program Objectives:** In an effort to establish consistent, measureable objectives among programs throughout the state, 21st CCLC sub-grantees will be required to incorporate the three statewide mandatory objectives (provided on Guidance, page 7). These objectives will assist in Idaho meeting the recommendations / requirements of the United States Department of Education and to best meet the needs of Idaho students. In the table provided, include the following information:

- List activities to address mandatory statewide objectives (ten activities maximum for academic/family engagement and three activities maximum for social-emotional).
- Provide the time frame for and frequency of the activities.
- Provide the availability and duration of activities over the program year.

**Centers- Staffing Plan:** Provide information for the proposed staffing needs in each center. List each position, including role/title, a summary of required qualifications, project responsibilities, and hours/week to be devoted to the project. Include student-to-staff ratios if appropriate.

**Staff Support and Qualifications:**

- Document that the director/coordinator will have sufficient time (percentage of Full Time Equivalent (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 professional development for both staff members and volunteers.

**Collaboration and Partnerships:**

- Describe how the program will develop a community advisory board to promote transparency and continuous improvement. The advisory board should include
representation from law enforcement, elected officials, parents, business members and educational staff. If the program is serving middle or high school, students should also be included on the board when appropriate. Program advisory boards will be required to meet twice a year. Agendas and meeting summaries will be submitted yearly to the SDE.

♦ 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, monetary) by each of the local partners. Substantiate the contributions through letters of commitment.

♦ Provide a brief explanation of prior experience or promise of success for additional partner in the proposed project.

♦ Describe how the program was developed and will be carried out in active collaboration with the school leadership and staff that targeted students attend.

**Evaluation:** In addition to the required data collection requirements listed in the Guidance, please address the following elements regarding program specific evaluation plans:

♦ Describe the plans for evaluating program success; note any tools or techniques that will be utilized for evaluation. Input should be gathered from parents, staff, teachers, community members, students and advisory board.

♦ Describe the plans for gathering annual outcome-based data for evaluation including measures for non-academic outcomes.

♦ Describe how the evaluation results and stakeholder input will be used to refine, improve and strengthen the program.

♦ Describe how the program will establish a local evaluation by year three and submit a formal evaluation report to the SDE.

♦ Describe how evaluation results regarding program progress and improvements will be disseminated to stakeholders annually.

**Equitable Access and Fiscal Management:**

♦ 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 for any applicant proposing a fee for participants. 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. Fees charged cannot be used for matching funds.

♦ Describe the plan for equitable access and participation for students, family members and other program beneficiaries with special needs. Consider barriers such as gender, race, national origin, disability or age.

♦ Describe the plan for marketing and disseminating information about your programs.

♦ 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 (private and/or home-schooled) who meet the eligibility
requirements of the 21st CCLC grant program.

- 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:
  - experience administering local, state or federal grants of similar dollar value;
  - proven fiduciary responsibility as demonstrated through annual audits,
  - indication of findings from previous audits; and
  - partnership with the school district(s) and the school site(s) to be served.

NOTE: Fiscal agents must have cash on hand to cover the costs associated with two months of programming as the SDE allocates dollars through a reimbursement process. Fiscal agents are required to have DUNS and CAGE numbers and are subject to approval by SDE.

**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 and Health and Welfare requirements.
- Describe the location and space in which the proposed activities will take place. If the program will be located on school property, a letter of commitment from the principal of the participating schools indicating that the program will have access to needed space and resources is required. If the program will be located at a non-school location, a letter of commitment from the community-based organization (CBO) is required.
- Describe the transportation plan, ensuring that students travel safely to and from the 21st CCLC center(s) and home from school-based and/or off-site programs
- Describe the process of developing program policies related to the following:
  - participant safety (addressing bullying, harassment, weapons, drugs and alcohol),
  - emergency plans (including communication with parents),
  - disciplinary procedures, and
  - attendance
- Describe how the academic component will align with the state/local standards and curriculum.
- Describe the process of accessing necessary student academic records, assuring that the participants were in attendance during the regular school day, sharing information on students' progress between school-day and 21st CCLC staff, and facilitating communication between program staff and families.
- If the location is not a school site, provide the additional information requested below:
  - 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 non-school learning center site(s); and,
  - evidence that transportation costs of a school versus non-school program were considered when deciding on the program location.
Resources:

♦ Discuss the resources and personnel to be allocated for the activities listed in the Program Objectives tab.
♦ 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 3 - 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; 10% of this must be provided by an entity outside of the participating school district).

Budget Table: A summary of the budget for the entire five-year grant period as well as a detailed budget for year one is required. For the first year of the grant, provide details for each category by clicking on “toggle detail” for both the grant request and the matching in-kind. For the remaining four years of the grant, provide only the totals for each category. Awarded applicants will provide details for remaining years throughout their grant cycle.

Critical Budget 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 fees shall not be included as match.
♦ Align the budget to support the objectives set forth in the Project Design narrative.

NOTE: In the third (3) year of the award sub-grantees can use up to 10% of the award to conduct a program evaluation.

Current and Return Grantee Documentation:

♦ Complete the table to document the total number of students proposed to be served, the number of participant’s family members attending 21st CCLC events and the Regular Program Participants (RPPs).
♦ Describe the efforts that have been made towards program sustainability from previous or current 21st CCLC grants.
♦ Provide evidence that students participating in previous or current 21st CCLC grants have improved academically due to the services provided.
♦ Describe the different types of formal training offered to all staff during the most recent year of the 21st CCLC grant.

Superintendent Authorization: A statement of assurance is required to ensure compliance with SDE guidelines and applicable state and federal law. The superintendent of the participating school district must sign-in to the application and authorize the submittal of the application before the final “submit” button will be available.
**Signed Memorandum of Understanding**
A Memorandum of Understanding (MOU) is required to identify all partner obligations and contributions for cash, direct service, or in-kind as well as roles and responsibilities for oversight supervision, management and timeline of events. MOU’s must demonstrate that the school administration and at least one other community organization collaborated extensively in the planning and design of the program. MOU’s must be signed by the authorized applicant representative from the school district and community organization and included as an application attachment.

**Letters of Commitment:**
Letters of Commitment are allowable to demonstrate community support for the goals of the application and partner commitments to the grant. Letters of Commitment from school principals of participating students is required.

There is no maximum number of letters allowed. However, all letters must be clearly labeled with the type of letter and corresponding organization (e.g., “Letter of Commitment, Food Bank”).