

CONNECTICUT STATE DEPARTMENT OF EDUCATION
SCHOOL HEALTH, NUTRITION, FAMILY SERVICES
AND ADULT EDUCATION

Nita M. Lowey 21st Century Community Learning Centers
(CCLC) Grant Program
for Grades Pre-K to 12

2021-22

To support community-learning centers that provide programs focused on helping children in high-need schools to succeed academically through the use of scientifically-based practice and extended learning time.

Pursuant to Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA)(20 U.S.C. 7171-7176).

The Connecticut State Department of Education reserves the right to make necessary policy changes after proposals are submitted and to negotiate awards with potential recipients.

Due Date: July 15, 2021

THIS DOCUMENT IS FOR INFORMATION ONLY

The Nita M. Lowey 21st Century Community Learning Center grant application must be completed on-line in eGMS. No paper applications are accepted.



Under federal antidiscrimination laws, the CSDE, as a recipient of federal funds, must include a statement of nondiscrimination in all publications, posting, handbooks, announcements, bulletins, and application forms that it makes available to employees, students, parents, applicants, sources of referral of applicants, and all unions and professional organizations (see below). This must be done in order to ensure compliance with federal requirements. The Department's approved statement reads as follows:

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director/Americans with Disabilities Act (ADA) Coordinator
Connecticut State Department of Education
450 Columbus Boulevard, Suite 505
Hartford, CT 06103-1841
860-807-2071
Levy.gillespie@ct.gov

I. Purpose

Congress, under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), established the Nita M. Lowey 21st Century Community Learning Centers (CCLC) program. The passage of the *No Child Left Behind Act of 2001*, significantly amended the ESEA to expand state and local accountability and flexibility and to stress the adoption of research-based practices pursuant to Title IV, Part B of the ESEA, as amended by the Every Student Succeeds Act (ESSA)(20 U.S.C. 7171-7176).

The purpose of the grant is to fund *community-learning centers* that provide students with academic and enrichment opportunities outside of regular school hours. 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 support families by offering them educational development opportunities and providing a safe environment for students when school is not in session.

The specific purposes of the CCLC program are to:

- provide opportunities for academic enrichment, including homework help and tutorial services to students, particularly those who attend schools with a demonstrated need for services, to meet state and local student performance standards in core academic subjects, such as reading, mathematics and science;
- offer students a broad array of additional services, programs and activities, such as: youth development activities; drug, violence and pregnancy prevention programs; counseling; project-based learning; art, music, technology education programs; service learning; character education and recreation programs that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development, such as: adult development activities, family activities, opportunities for governance and leadership involvement and participation in school and program events.

There are two CCLC program options. The application cover sheet must identify one of the following options:

Option A: Elementary and/or Middle School; or

Option B: High School

II. Eligible Applicants

Eligible applicants must serve schools where at least 40 percent of students are eligible to receive free or reduced price meals. If a school's data have changed due to school closings and/or redistricting, the Connecticut State Department of Education (CSDE) reserves the right to award or deny eligibility. Applicants may submit more than one proposal.

The following entities are eligible applicants:

- all local educational agencies (LEAs), endowed academies, charter and magnet schools;
- Regional Educational Service Centers (RESCs) applying on behalf of LEAs;
- community-based organizations (CBOs), including faith-based organizations (FBOs) and other public or private organizations in partnership with a local school or school district; and
- a consortium of two or more of the above-mentioned agencies, organizations or entities.

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All proposals require signatures from the applicant LEA's superintendent or other authorized personnel, and principal(s) of the participating school(s) to be uploaded in the application. These signatures serve as attestation to the accuracy of the information provided in the proposal and certify compliance with state and federal laws and regulations, including the sharing of State Assigned Student Identifier (SASID) numbers for the CSDE data collection and reporting.

III. Time Period, Size and Number of Grants

Time Period

A CCLC grant cannot exceed five years. Continuation of funding within the five-year grant cycle is contingent upon compliance with state and federal guidelines, including student attendance and data requirements, use of funds and adequate progress towards program goals. Programs will be required to submit an End-of-Year Report and budget prior to receipt of funding each year.

Size of Grants

Grant funding requests can range from a minimum of \$50,000 to a maximum of up to \$200,000. The average funding per center ranges from \$150,000 to \$200,000, serving an average of 150 students and their families. Costs per center may be higher or lower depending on the number of individuals served, the array of activities offered and the availability of additional resources. The initial grant award will be maintained annually in years one, two and three. In year four, the process toward sustainability will commence and the applicant will receive 75 percent of the initial grant award. In year five, the applicant will receive 50 percent of the initial grant award.

Number of Grants

The number of grants funded will depend on the number of applicants, number of centers and funds available.

IV. Eligible Activities

Each eligible organization that receives an award must provide mandatory homework help: staff must circulate and provide students with necessary resources and assistance and appropriate activities to support homework completion. In addition, programs will use the funds to carry out a broad array of before- and after-school activities (including summer recess periods and school vacations) that advance student achievement, including:

- educational activities and academic enrichment learning programs;
- science, technology, engineering and/or mathematics (STEM) activities;
- arts and music education activities;
- skills training;
- entrepreneurial education programs;
- tutoring services and mentoring programs;
- activities for English Learners (ELs) that emphasize language skills and academic achievement;
- health and wellness activities;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that promote family engagement and family literacy skills;
- assistance to students who have been chronically absent, truant or suspended;
- drug, violence and pregnancy prevention programs, counseling programs, and character education programs;
- service learning activities;
- global education and world languages;

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- college and career readiness activities, including Federal Student Aid-Financial training, mentoring programs and internships; and
- credit completion and recovery programs.

Please note that all applicants must ensure, pursuant to Section 504 of the Rehabilitation Act, that their proposed CCLC program is accessible to persons with disabilities.

V. Funding History and Experience

This section is for applicants who have a funding history with the Grant. Programs can lose up to 6 points in this section based on past performance.

The CSDE program manager will assess the most recent year's performance data for any applicant who has received or is receiving CCLC funding, since 2009. Assessment will be based on the following criteria:

1. Program operations followed the grant proposal, including number of weeks, days and hours that services were provided.
2. Program served the number of students targeted in the grant proposal or approved change request.
3. Program met goals for participant attendance expectations.

Elementary and middle school programs must maintain a minimum of 60 percent average daily attendance.

High school programs must show that 75 percent of the targeted number of students attended a minimum of 50 days within the program year.

VI. Data Collection, Evaluation, Quality Improvement and Professional Learning

Data Collection

A funded applicant must commit to submission of program and student data for Monthly Attendance Reports by the seventh day of each month of programming. The data to be collected will include:

1. Program data:
 - a. site information;
 - b. details of activities offered (e.g. start and end dates, type of activity);
 - c. teacher surveys; and
 - d. staff information.
2. Student data:
 - a. SASID information;
 - b. student demographics;
 - c. program attendance; and
 - d. school attendance.

Programs must designate a staff member for data entry. Identified staff must attend database trainings and address data issues by required deadlines.

Programs that do not meet attendance requirements are subject to a decrease in funding or termination of funding.

Evaluation

Programs must complete an End-of-Year Survey by June 30th of each year of funding describing project activities, accomplishments and outcomes. The End-of-Year Survey is used to demonstrate progress in meeting program objectives and to collect data that addresses the performance indicators of a quality after-school program.

Quality Improvement

Programs must participate in a designated quality improvement process with the CSDE and subcontracted providers. This process may include trainings, meetings, conference calls, scheduled site visits for program observation and feedback and interviews with administrators, staff, families and students.

Programs must submit appropriate forms and receive prior approval from the CSDE Program Manager before any changes are made that differ substantially from what is presented in the grant application.

Professional Learning

Programs must attend required CSDE Technical Assistance Workshops and Networking Meetings (maximum of four per year).

VII. Licensing Requirement

Please note that programs that plan to serve school-age students through this funding opportunity are obligated to meet child day care licensing requirements, as defined under Connecticut General Statutes, Section 19a-77. Programs that are operated by public schools may be exempt from this requirement. All applicants must provide the requested assurance on the Grant Cover Page of this application, or a copy of their current license. For licensing information, please see: <http://www.ct.gov/oec/cwp/view.asp?a=4542&q=544636> or contact the Connecticut Office of Early Childhood at (860) 500-4450 for more information.

VIII. Components of a High-Quality After-School Program

According to the U.S. Department of Education publication, *Working for Children and Families: Safe and Smart After-School Programs*, there are nine components present in high-quality after-school programs. These are:

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

IX. Review Process and Criteria

The CSDE will convene a panel to review all completed applications received by the due date. Grant awards will be negotiated and accepted, with modifications if necessary, in time for final award. Each application will be rated according to the criteria provided within the rating form referenced on the cover page.

X. Management Control of the Program

The grantee has complete management responsibility for this grant. While the CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

XI. Priority Points and Grant Award Decisions

The CSDE reserves the right to award in part, to reject a proposal, in its entirety or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the CSDE reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees, regardless of points awarded, as part of the evaluation process to meet federal requirements or the State Board of Education's priorities. In addition, the CSDE reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards.

All awards are subject to availability of federal funds. Grants are not final until award letters are executed.

The CSDE will notify applicants in writing of the acceptance or rejection of their proposals. If a proposal is selected for funding, the CSDE will initiate a grant award letter. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. The CSDE will retain all proposals submitted and such proposals will become part of the public domain.

XII. Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements, as set forth in Connecticut General Statutes Sections 4a-60 and 4a-60a and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and subcontracting practices in such form, in such manner and in such time, as may be prescribed by the Commission on Human Rights and Opportunities.

XIII. Freedom of Information Act

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of the Freedom of Information Act (FOIA), Connecticut General Statutes Sections 1-200 et seq. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

XIV. Annie E. Casey Foundation

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- a. the collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the CSDE;
- b. the proposal or application submitted provides information detailing the activities which assure priority access to services to children, youth and families referred by the collaborative oversight entity; and
- c. the applicant shall designate someone to act as liaison for the referral process.

XV. Application Deadline

The online application must be in the LEA Superintendent Approved status by July 15, 2021, at 5 PM. For non-LEA organizations, LEA Superintendent refers to the person with authority to approve and submit an application to the Connecticut Department of Education. **NO EXTENSIONS SHALL BE GRANTE**

XVI. BUDGET AND BUDGET OBJECTS CODES

Master Budget Form Object Code Descriptions/Includable Items

100 Personal Services – Salaries

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

200 Personal Services – Employee Benefits

These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workers compensation insurance.

300 Purchased Professional and Technical Services

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

400 Purchased Property Services

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rental-costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services – expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) – payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applicants what is an allowable purchased property service under a grant program. The review of the budget justification should reveal the existence of any unallowable item.

500 Other Purchased Services

Expenses for services rendered by organizations that are not classified as Purchased Professional and Technical Services or Purchased Property Services.

600 Supplies

Expenses for items that are consumed, worn out or deteriorated through use and have an expected useful life of less than one year.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$5,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$5,000.00 and a useful life of not less than five years.

800 Miscellaneous

Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

21st Century Community Learning Center
 Grant Application Scoring Rubric

Name of Proposal: _____

Total Score of this proposal is: _____ Maximum Score is **102**

	Exemplary	Adequate	Insufficient
A. NEED FOR PROJECT (max. 4 points)			
1. Provided a description of the applicant community and the needs of the target population. Cited factors that place students at-risk of educational failure in the communities to be served, (e.g., poverty rates, percentage of English Learners (EL) students and adults, chronic absenteeism and dropout rates, teen pregnancy rates, education levels and employment rates of adults in the community).	2	1	0
2. The proposed project and services outlines how the needs of the target population will be met.	2	1	0
SUBTOTAL			

21st Century Community Learning Center
 Grant Application Scoring Rubric

	Exemplary	Adequate	Insufficient
B. PARTNERSHIPS AND COLLABORATION (max. 18 points)			
1. Provided a detailed description of the partnership between the LEA(s) or school(s) and CBO(s) or other public or private organizations and how identified partners will address the specific needs of the target population.	2	1	0
2. Detailed the collaboration between partners in the project development and grant writing process.	2	1	0
3. Clearly described the roles of partners, including:			
a. specific responsibilities of designated partner staff;	2	1	0
b. supervision, evaluation and supports for partner staff; and	2	1	0
c. plans for ongoing communication with partners.	2	1	0
4. Described how program staff will collaborate with school day teachers and disseminate information about program offerings and goals.	2	1	0
5. Described how professional learning and training opportunities will be shared between partner organizations.	2	1	0
6. Included letters of commitment from the Superintendent and administration that programs have the capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, notwithstanding a delay in funding.	2	1	0
7. Included letters of commitment from partner organizations that align with the described roles and capacity of each partner organization.	2	1	0
SUBTOTAL			

21st Century Community Learning Center
Grant Application Scoring Rubric

	Exemplary	Adequate	Insufficient
C. PROGRAM ELEMENTS (max. 42 points)			
1. Identified target population, including:			
a. total number of students to be served per site (reduced points given to High School programs serving more than 50 students);	2	1	0
b. grades to be targeted; and	2	1	0
c. recruitment strategies.	2	1	0
2. Included a chart to outline days and hour of operation meeting RFP guidelines, including:			
a. start date, end date, days per week and hours per day;	2	1	0
b. total expected weeks of programming; and	2	1	0
c. before school, Saturday, vacation and summer offerings.	2	1	0
3. Described project goals and objectives and how they are linked to identify needs. Explained how project will provide services and activities during extended hours that are not currently available during the regular school day.	2	1	0
4. Described homework time, including:			
a. facility space;	2	1	0
b. days and hours offered;	2	1	0
c. staff to student ratios; and	2	1	0
d. available activities for students who have completed work.	2	1	0
5. Addressed how project will incorporate literacy, math, and science components as part of the academic and enrichment offerings of the program, including:			
a. facility space;	2	1	0
b. days and hours of offerings; and	2	1	0
c. staff to student ratios.	2	1	0
6. Outlined offerings for health, nutrition and recreational programming as part of the academic enrichment and recreational offerings of the program.	2	1	0
7. Described how the program will offer students a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students. (Note: High school programs must include college and career readiness activities.)	2	1	0

21st Century Community Learning Center
 Grant Application Scoring Rubric

	Exemplary	Adequate	Insufficient
8. Addressed how the program will attempt to meet the individual and specific needs of students, including, students with Individualized Education Plans (IEPs), EL students and those at risk of academic failure.	2	1	0
9. Outlined plans to incorporate cultural competency practices into activity offerings and overall program environment.	2	1	0
10. Described activities to support ongoing family engagement.	2	1	0
11. Described how snack and/or supper will be provided for program participants.	2	1	0
12. Addressed how children will travel safely to and from the program.	2	1	0
SUBTOTAL			

21st Century Community Learning Center
Grant Application Scoring Rubric

	Exemplary	Adequate	Insufficient
D. PROGRAM ADMINISTRATION (max. 22 points)			
1. Included an organizational chart of key staff, outlining:			
a. identified roles (must designate a program director, program coordinator and data person);	2	1	0
b. percentage of time staff will be dedicated to the project;	2	1	0
c. credentials and backgrounds; and	2	1	0
d. roles and responsibilities.	2	1	0
2. Provided a training schedule for direct service staff (certified and noncertified) to attend a minimum of two professional learning trainings per year.	2	1	0
3. Described the adequacy of support, including:			
a. safe and accessible facilities;	2	1	0
b. leverage of existing school resources (e.g. computer labs, libraries, classrooms etc.); and	2	1	0
c. partner contributions of resources (e.g. use of community recreational areas, staff, supplies, etc.).	2	1	0
4. Addressed how the community has been provided with notice of intent to submit an application and that the application is available for public review.	2	1	0
5. Outlined the process through which eligible private school students will be notified of the program and how officials were included in the planning and design of this proposal.	2	1	0
6. Described how the organization will disseminate information about the center (including location) to the community in a manner that is understandable and accessible.	2	1	0
SUBTOTAL			

21st Century Community Learning Center
Grant Application Scoring Rubric

	Exemplary	Adequate	Insufficient
E. EXPENDITURES & SUSTAINABILITY (max. 16 points)			
1. Provided a budget (Appendix D) and detailed budget narrative for year one that itemizes use of 21st CCLC funds, as well as funds from other sources, including:			
a. per pupil allocation (maximum of \$2,000 per pupil for Part A: Elementary and/or Middle School and a maximum of \$2,500 per pupil for Part B: High School);	2	1	0
b. transportation costs (maximum of 20 percent of total budget);	2	1	0
c. professional learning and mileage reimbursement costs (including costs for substitutes to allow necessary staff to attend trainings);	2	1	0
d. appropriate personnel (including allocated hours to complete necessary tasks);	2	1	0
e. family engagement activities (five percent commitment required each year);	2	1	0
f. professional learning, database management, quality advising, technical assistance, evaluation costs (five percent commitment required during year one of funding to cover the five year grant cycle); and	2	1	0
g. in-kind or matching contributions (cannot be derived from other state or federal funds).	2	1	0
2. Described the fee structure, if applicable, or indicate that a fee structure will not be instituted.	2	1	0
SUBTOTAL			

**Connecticut State Department of Education
21st Century Community Learning Centers
Rubric Scoring Guide 2021**



A. Need for Project (maximum points = 4)

2 points	1 point	0 points
Included <u>detailed and recent data</u> to outline factors that place students at-risk of educational failure in the communities to be served and how the project <u>clearly</u> meets the described needs of the target population (e.g., poverty rates, percentage of EL students and adults, chronic absenteeism and dropout rates, teen pregnancy rates, education levels and employment rates of adults in the community).	Included <u>limited or outdated data</u> to outline factors that place students at-risk of educational failure in the communities to be served and <u>does not clearly address</u> how the project will meet the described needs of the target population (e.g., poverty rates, percentage of EL students and adults, chronic absenteeism and dropout rates, teen pregnancy rates, education levels and employment rates of adults in the community).	<u>Did not include data</u> to outline factors that place students at-risk of educational failure in the communities to be served and <u>does not address</u> how the project will meet the described needs of the target population (e.g., poverty rates, percentage of EL students and adults, chronic absenteeism and dropout rates, teen pregnancy rates, education levels and employment rates of adults in the community).

B. Partnerships & Collaboration (maximum points = 18)

2 points	1 point	0 points
Described <u>in detail</u> the selection process	Partner organizations and collaboration	<u>Did not describe</u> partner organizations.

for the lead partner organization based on how they address the specific needs of the target population. Collaboration in the project development included **multiple** meetings with leadership from the LEA or CBO and the lead partner organization.

The lead partner organizations have **clearly defined and appropriate** roles and responsibilities for the project including: staffing, supervision, evaluation and support for staff and plans for on-going communication.

There is **established and consistent** means of communication that detail program offerings and goals (example: program leadership attends on-going school staff meetings).

Partnership facilitates **clearly-defined** cross-training opportunities for all staff.

This information is **referenced** in the letters of commitment from lead partner organization.

Letters of commitment are included from lead partner organization and all identified vendors in support of the project.

for the project are **generally outlined**. Collaboration in the project development included **some or limited** meetings with leadership from the LEA or CBO and the lead partner organization.

Lead partner organization **vaguely defined or inappropriate** roles and responsibilities for the project including: staffing, supervision, evaluation and support for staff and plans for on-going communication.

Some means of communication have been outlined that detail program offerings and goals (example: program leadership attends on-going school staff meetings).

Partnership facilitates **undetermined** cross-training opportunities for all staff.

Letter of commitment are included but are **general and non-specific** to the partnership.

Some letters of commitment are included from identified vendors and lead partner organization.

Included letters of commitment from **only** the superintendent **OR** school

Partners did not meet to collaborate on the development of the project and writing the application.

Lead partner organization **does not have the capacity** to support the project.

There is **no plan** for on-going communication with school staff.

There are **no opportunities** for cross-training.

Letter of commitment from the lead partner organization are **not included**.

Letters of commitment from identified vendors and lead partner organization are **not included**.

Letters of commitment from the superintendent and school administration are **not included**.

<p>Included letters of commitment from both the superintendent and school administration that programs have the capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, notwithstanding a delay in funding. The letters' reference the relationship between the LEA or CBO and lead partner organization.</p>	<p>administration that programs have the capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, notwithstanding a delay in funding.</p>	
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C. Program Elements (maximum points = 42)

2 points	1 point	0 points
<p>Clearly identifies a reasonable target number of students (no more than 50 students for high school programs), outlines multiple grades to be served and a comprehensive recruitment plan that allows for equal access for all students.</p> <p>Includes a chart that outlines: a start date, end date and programming that operates for a maximum of five days per week and a minimum of 35 weeks throughout the school year. Elementary</p>	<p>Identifies an unreasonable target number (more than 50 students for high school) and outlines only one grade to be served.</p> <p>The recruitment plan is not clear and/or does not allow for equal access for all students</p> <p>Includes a chart that outlines: a start date, end date and programming that operates for a minimum of 3 days per week (middle & high schools) and 4 days</p>	<p>No target number is identified and no recruitment plan is specified.</p> <p>The chart is missing information and/or does not meet the minimum standards for hours per day, days per week, and weeks per year.</p> <p>Programs do not offer before school, Saturday, vacation or summer programming.</p>

programs must operate a minimum of 2.5 hours per day and middle and high school programs must operate for 2 hours per day.

Programs will offer at **least two** of the following additional options: before school, Saturday, vacation or summer programming.

Project goals and objectives are **clearly outlined and link to the needs identified in section A.** Outlined offerings are not available during the school day.

Homework time is made available daily for a time that reflects the needs of the target population. Classroom space is available for small groups of students to complete work. Appropriate ratios based on the Office of Early Childhood for licensed and exempt programs **are met.** Appropriately leveled academic activities are available for students who have completed work.

Literacy, math and science components, as well as health, nutrition and recreational programming are **clearly outlined** and are part of the academic and enrichment offerings for the program. Appropriate space, days and

per week (elementary schools) and a minimum of 25 weeks throughout the school year.

Elementary programs must operate a minimum of 2.5 hours per day and middle and high school programs must operate for 2 hours per day.

Programs will offer at **least one** of the following additional options: before school, Saturday, vacation or summer programming.

Project goals and objectives are **vaguely outlined and need more information** to link to the needs identified in section A. **Some** outlined offerings are not available during the school day.

Homework time is made available but is not daily **OR** does not reflect the length of time that meets the needs of the target population. Classroom space is available for small groups of students to complete work. Appropriate ratios based on the Office of Early Childhood for licensed and exempt programs **are not met.** Appropriately leveled academic activities are available **some of the time** for students who have completed work.

Project goals and objectives **are not outlined and is lacking information** to link the needs identified in section A. Offerings are already available during the school day.

Homework time is not made available. Classroom space is not available for small groups of students to complete work. Appropriate ratios based on the Office of Early Childhood for licensed and exempt programs **are not met or not specified.** Appropriately leveled academic activities **are not available** for students who have completed work.

Literacy, math and science components, as well as health, nutrition and recreational programming are **missing.** Appropriate space, days and hours of offerings and student to staff ratios are **not identified.**

Offerings **are not described** that reinforce and complement the regular academic programming, and how all programming will meet the individual and specific needs of all students, and Information about including students with IEP's and those are risk of academic failure is **missing.**

Descriptions for activities around cultural

hours of offerings and student to staff ratios are **clearly identified**.

Detailed offerings are described that reinforce and complement the regular academic programming, and how all programming will meet the individual and specific needs of all students, including students with IEP's and those at risk of academic failure.

Clear and detailed descriptions for activities around cultural competency and supporting ongoing family engagement are defined.

Clear and detailed descriptions for **on-going** family engagement practices are outlined.

Snack and/or super are provided for **all** program participants.

A **detailed description** of how children will travel safely to and from the program is specified.

Literacy, math and science components, health, nutrition and recreational programming are **outlined but vague** and are part of the academic and enrichment offerings for the program. Appropriate space, days and hours of offerings and student to staff ratios are **identified but require more information**.

Offerings are **described** that reinforce and complement the regular academic programming, and how all programming will meet the individual and specific needs of all students, but **lacks detail**. Information about including students with IEP's and those at risk of academic failure is **vague and needs additional detail**.

Descriptions for activities around cultural competency and supporting ongoing family engagement are listed but **require more detail**.

Family engagement activities are **vaguely outlined or inconsistently provided** throughout the school year.

Snack and/or super is provided but not consistently.

A description of how children will travel

competency and supporting ongoing family engagement **are not specified**.

Family engagement activities are **not outlined**.

Snack and/or super are not provided.

A description of how children will travel safely to and from the program **is not specified**.

	safely to and from the program is specified but <u>is missing detail.</u>	
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D. Program Administration (maximum points = 22)

2 points	1 point	0 points
<p>Provided a <u>detailed</u> organizational chart for the project, which <u>thoroughly</u> described identified roles, percentage of time staff will dedicate to the project, credentials and backgrounds of all staff, and each staff members' roles and responsibilities. The organizational chart <u>clearly designated and detailed</u> the required roles of Program Director, Program Coordinator, and Data Coordinator. For all direct-service roles (certified and non-certified), a yearly training schedule for professional learning is included that describes a <u>minimum</u> of two trainings per year for all staff.</p> <p><u>Clearly defined</u> areas of support between LEA/CBO and partner organization, which included safe and accessible facilities, existing LEA/CBO resources available for project (example: computer labs, libraries, classrooms, etc.), and lead partner contributions (example:</p>	<p>Provided an organizational chart for the project but is <u>lacking detail</u> that described identified roles, percentage of time staff will dedicate to the project, credentials and backgrounds of all staff, and each staff members' roles and responsibilities. <u>One or more required designated roles are missing</u> from the organizational chart (Program Director, Program Coordinator, and/or Data Coordinator). For all direct-service roles (certified and non-certified), a yearly training schedule for professional learning is included that describes a <u>less than</u> two trainings per year for all staff.</p> <p>Areas of support are <u>listed but lacking</u> between LEA/CBO and partner organization. Supports such as safe and accessible facilities, existing LEA/CBO resources available for project (example: computer labs, libraries, classrooms, etc.), and lead partner contributions (example: community recreational areas,</p>	<p>An organizational chart is <u>missing or does not detail</u> the required designated roles of Program Director, Program Coordinator and Data Coordinator, percentage of time staff will dedicate to the project, roles and responsibilities of staff and credentials and backgrounds.</p> <p>Areas of support between LEA/CBO are <u>missing.</u></p> <p>There is <u>no information</u> about the communication to the community about the intent to submit an application or where the public can review the application, or how the lead organization will disseminate information about the project.</p> <p>Eligible private school students and officials <u>were not informed</u> or involved in the project planning or design.</p>

<p>community recreational areas, classrooms, etc.).</p> <p>Described <u>in detail</u> the method(s) of communicating to the community the notice of intent to submit an application, where the public can review the application, and how the lead organization will disseminate information about the project (including location).</p> <p>A <u>thorough and comprehensive</u> process of communication to eligible private school students, as well as how officials were included in the planning and design of the proposal, is explained.</p> <p>Communication is <u>detailed</u> in a manner that is <u>understandable and accessible</u> to the target audience(s).</p>	<p>classrooms, etc.) are <u>not detailed</u>.</p> <p>Communication to the community of the notice of intent to submit an application, where the public can review the application, and how the lead organization will disseminate information about the project (including location) is <u>lacking or without detail</u>.</p> <p>Eligible private school students and officials were notified of the program, but officials <u>were not participants</u> in the planning and design of the proposal.</p> <p>Communication is <u>described but not detailed, and may not be</u> understandable and accessible to the target audience(s).</p>	<p>Communication <u>is not described and is not</u> understandable and accessible to the target audience(s).</p>
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E. Expenditures & Sustainability (maximum points = 16)

2 points	1 point	0 points
<p>Budget in Appendix D is for <u>year one only</u> of 21st CCLC funds and funds from other sources, and has a <u>detailed narrative</u> that includes: no more than maximum <u>per pupil allocation</u> for elementary (\$2,000)</p>	<p>Budget in Appendix D is <u>not exclusive to year one</u> of 21st CCLC funds and funds from other sources, and has a <u>vague narrative</u> that includes: per pupil allocation that <u>does not match costs</u> for</p>	<p>Budget narrative is missing and/or does not include all components.</p> <p>Description of parent fee structure which follows federal guidance. <u>0 points</u></p>

<p>and middle/high school programs (\$2,500); no more than maximum transportation costs (20% or less of total budget); professional learning, mileage and substitute teacher costs; designated personnel and allocated hours to complete tasks; required 5% family engagement activity allocation; required 5% (year one only) for professional learning, database management, quality advising, technical assistance and evaluation costs; and all other in-kind or matching contributions that are not derived from other state or federal funds.</p> <p>Description of parent fee structure which follows federal guidance. (0 points awarded for programs charging fees. 2 points awards to programs not charging fees)</p>	<p>elementary (\$2,000) and middle/high school programs (\$2,500); more than maximum transportation costs (20% of budget); professional learning, mileage OR substitute teacher costs; designated personnel but is missing allocated hours to complete tasks; less than the required 5% family engagement activity allocation; less than the required 5% (year one only) for professional learning, database management, quality advising, technical assistance and evaluation costs; and is missing all other in-kind or matching contributions that are not derived from other state or federal funds.</p> <p>Description of parent fee structure which follows federal guidance. (0 points awarded for programs charging fees. 2 points awards to programs not charging fees)</p>	<p>awarded for programs charging fees. 2 points awards to programs not charging fees)</p>
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F. Funding History & Experience (maximum loss of points = 6)

-2 points	-1 point	0 points
<p>Program operations missed following some areas in approved grant proposal (including number of weeks, days and hours for services) AND did not serve</p>	<p>Program operations missed following some areas in approved grant proposal (including number of weeks, days and hours for services) OR did not serve</p>	<p>Program operations followed grant proposal, including number of weeks, days and hours for services, provided services the number of students targeted</p>

students targeted in approved grant/revisions **AND** did not meet participant attendance goals.

students targeted in approved grant/revisions **OR** did not meet participant attendance goals.

in approved grant/revisions, and met program goals for participant attendance.