

**Idaho State Department of Education
21st Century Community Learning Centers**

Application Guidance for 2017-2018



SUBMISSION DEADLINE: January 27, 2017 – 5:00PM (MT)

Student Engagement / Career & Technical Readiness Division

The Office of the Superintendent of Public Instruction
Boise, Idaho

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Background

The Idaho State Department of Education is pleased to announce the release of the 21st Century Community Learning Centers (21st CCLC) Request for Proposal (RFP). The RFP contains the guidelines that should be followed when applying for a sub-grant under this program.

The 21st CCLC grant program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015. The program started in 1998 and was initially administered at the federal level. 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. Each state's share of the ESSA funds is determined by a formula based on total Title I funds received, which is based on census data. Funding for this grant program is contingent upon continued funding from the US Department of Education, ESSA Title IV-B.

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 during non-school hours. Community learning centers provide a range of high-quality services to support student learning and development, as well as offer families of these students' opportunities for meaningful engagement in their child's education and other educational literacy services.

The purposes of the 21st CCLC grant includes:

- (1) provide opportunities for **academic enrichment**, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; (in core academic subjects, such as reading and mathematics)
- (2) offer students a broad array of **additional services, programs, and activities**, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to **reinforce and complement the regular academic program** of participating students; and
- (3) offer **families of students** served by community learning centers **opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development** (ESSA, Sec. 4201(a)).

Elements of High-Quality Programming

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

- ◆ Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
 - the challenging State academic standards and any local academic standards; and
 - local curricula that are designed to improve student academic achievement;
- ◆ Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- ◆ Literacy education programs, including financial literacy programs and environmental literacy programs;
- ◆ Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- ◆ Services for individuals with disabilities;
- ◆ Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- ◆ Cultural programs;
- ◆ Telecommunications and technology education programs;
- ◆ Expanded library service hours;
- ◆ Parenting skills programs that promote 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;
- ◆ Drug and violence prevention programs and counseling programs;
- ◆ Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- ◆ Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) (ESSA, Sec. 4205(a)).

Family Engagement & Parental Involvement: In addition to academic enrichment activities, applications must assess the need for offering families of students served by the community learning center:

- 1) Family Literacy Services (ESSA, Sec. 8101(24)) – Services provided to families that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate the following activities:
 - ◆ Interactive literacy activities between parents and their children;
 - ◆ Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; and
 - ◆ Parent literacy training that leads to economic self-sufficiency.
- 2) Parental Involvement Opportunities (ESSA, Sec. 8101(39)) – Participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
 - ◆ That parents play an integral role in assisting their child’s learning;
 - ◆ That parents are encouraged to be actively involved in their child’s education in afterschool and school; and
 - ◆ That parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

Examples of family support services that may be funded using 21st CCLC grant funds include, but are not limited to:

- ◆ Reading and literacy classes that support and strengthen reading, writing, speaking and listening skills;
- ◆ Adult education classes;
- ◆ GED completion classes;
- ◆ English language literacy classes;
- ◆ Employment and interview support classes;
- ◆ Parent education;
- ◆ Parent engagement workshops taught in the home language(s) of students and families served; and
- ◆ Programs that support the role of community and family.

The SDE has approximately \$1.5 million in funds to award for fiscal year 2017-18 to support the implementation of 21st CCLC programs in high-poverty, low-performing communities providing services consistent with the intent and purpose of the federal 21st CCLC statute and guidance. Grants can be renewed for up to five years. Annual renewal will be based on continued federal funding of the 21st CCLC program and on individual program compliance with federal statute and program requirements. The State Department of Education reserves the right to reduce initial award amounts to maximize statewide impact. Prospective applicants are encouraged to attend a Bidder's Workshop for guidance and assistance on submitting a proposal.

Resources:

- US Department of Education 21st CCLC Webpage: <http://www2.ed.gov/programs/21stcclc/index.html>
- Federal Statute for 21st CCLC: <http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html>
- Non-Regulatory Guidance: <http://www2.ed.gov/programs/21stcclc/guidance2003.pdf>
- Idaho 21st CCLC Webpage: <http://www.sde.idaho.gov/student-engagement/cclc/index.html>
- Idaho 21st CCLC Subgrantee Guidance: <http://www.sde.idaho.gov/student-engagement/cclc/files/shared/Idaho-21st-CCLC-Subgrantee-Guidance.pdf>

Timeline for Proposal Submission and Award

The grant application process for the 2017-18 will be as follows:

- November 2016 – Release of the application and guidance
- November 2016 – Bidder's Workshops
- December 2, 2016 – Letter of Intent due (letter submitted after this date are allowed but may result in delayed access to the application portal)
- **January 27, 2017 – Application must be submitted online by 6:00PM (MT)**
- February – March 2017 – Peer review process of grant applications
- April 2017 – Announcement of awards
- July 1, 2017 – Grant period begins
- July 2017 – Mandatory New Subgrantee / New Director Meeting

Application Instructions

Online Application portal: All 21st CCLC applications must be completed in the SDE online application portal: <https://apps.sde.idaho.gov/21stCCLC/Year/23/Home/Home>

Notification of Intent: Before gaining access to the online portal, all applicants must first complete and submit a [Letter of Intent](#) to Camille McCashland at cmccashland@sde.idaho.gov by December 2, 2016.

After receiving the Letter of Intent, the SDE will follow up with each applicant to provide confirmation that the applicant has been able to access the portal

Please note that it may take up to five business days to respond to each Letter of Intent. It is the responsibility of the applicant to submit the letter in a timely manner to avoid any delays in accessing the portal.

Applicant Submission: In order to submit an application an applicant must:

- Agree to the TERMS AND CONDITIONS (performed by authorized applicant representative), and
- Click the SUBMIT icon on the Main Menu screen.

Once an application is submitted it cannot be reopened.

Completed applications must be submitted by January 27, 2017 at 5:00PM (MT). The online portal will close automatically at this deadline and will no longer accept application documents. Applications that are incomplete, submitted late, include an unsigned Memorandum of Understanding or do not follow the 21st CCLC guidelines will not be considered for review.

NO FASCIMILE, PRINTED, HAND DELIVERED OR EMAILED APPLICATIONS WILL BE ACCEPTED.

Applicant Information

Applicant info: Provide the organization name, contact information and partnership for the application.

- The *authorized applicant representative* represents the applicant organization; list the name of the non-profit president, superintendent, or authorized representative of the organization. This person will be the primary contact for correspondence concerning 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 concerning the application.

Eligibility Criteria

Eligible Applicant: Any of the following organizations are eligible to apply for 21st CCLC:

- ◆ Local educational agency (public and private schools);
- ◆ Community-based organization;
- ◆ Faith-based organization;
- ◆ Public or private organizations;
- ◆ City or county government agencies;
- ◆ Institutions of higher education; and
- ◆ Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)) (ESSA, Sec. 4201(b)(3)).

Absolute Priority and Target Population: Federal criteria require that the State educational agency make awards only to eligible applicants that propose to serve students who attend school buildings with:

- ◆ A high concentration of low-income students (50% or more of students in the building qualify as low-income, according to free/reduced price lunch for the 2016-17 school year)
<http://apps.sde.idaho.gov/CnpEligibility/Report>, or
- ◆ Serving students 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/ViewReport?reportName=Title1SchoolStatus&selectedYear=2015-2016>
(ESSA, Sec. 4203(a)(3)(A)(i)).

Applicants that do not meet one of these priorities are ineligible for funding.

Partnership Application: A partnership of two or more such agencies, organizations, or entities is required for eligibility (ESSA, Sec. 4204(b)(2)(H)). Please note that a jointly submitted application does not automatically qualify as a partnership. An organization contracted to provide services is not considered to be a partner for this purpose. To be considered a viable partnership, there must be evidence that the proposed application was developed and will be carried out:

1. In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality; and in alignment with the challenging State academic standards and any local academic standards (ESSA, Sec. 4204(b)(2)(D));
2. Each partner organization has substantial roles to play in the implementation of the program (including delivery of services, program evaluation, and/or program improvement);

3. A formal Memorandum of Understanding (MOU) among the partners and the fiscal agent has been signed that specifically states that the fiscal agent will not simply act as “flow-through” for grant funds;
4. The MOU also identifies 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.

Partnerships are required for eligibility for the 21st CCLC program. If the applicant is unable to secure a viable partnership for the application, then the applicant may submit a [*Partnership Waiver Form*](#). However, applicants must demonstrate that it is unable to find a partnership within a reasonable geographic proximity and/or of sufficient quality to meet the requirements. Waivers must be signed by the authorized applicant 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.

Signed Memorandum of Understanding (MOU): A MOU is required to identify all partner obligations and contributions for cash, direct services or in-kind contributions. The MOU should describe all 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. MOU’s must be included as an application attachment.

Letters of Commitment: Letters of commitment are allowable to demonstrate community support for the goals and focus of the application and partner commitments to the grant. Letters of Commitment from school principals and child nutrition program must be included as well.

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, Idaho Food Bank”).

Governance Body Chart: A clear description of how the 21st CCLC program will fit into the school district or community-based organization and “chain of command” for the program operations. Governance Body must be included as an application attachment.

Competitive Priorities: Additional points may be awarded for each competitive priority that is met by the applicant (ESSA, Sec. 4204(i)):

- ◆ Target students who attend schools that have a school improvement plan (Idaho Priority or Focus for School Improvement in 2015-2016)
<http://www.sde.idaho.gov/federal-programs/sis/files/general/2015-2016-Priority-and-Focus-Schools.pdf>
- ◆ Target students who attend schools that have a high poverty rate (60% or more of the building students qualified as low-income as of March 1, 2016)

<http://apps.sde.idaho.gov/CnpEligibility/Report>

- ◆ Target students who attend schools that have not received a 21st CCLC grant from the Idaho State Department of Education. Schools awarded in rounds one, two, three, and four (before July 2009) are considered novice subgrantees.

Competitive points will only be awarded if ALL school buildings identified qualify for the specific category.

Measures of Effectiveness: Programs must be based on the Measures of Effectiveness (ESSA, Sec. 4205(b)):

- ◆ An assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
- ◆ An established set of performance measures aimed at ensuring high-quality academic and social enrichment opportunities;
- ◆ If appropriate, evidence-based research that the program or activity will help students meet the State academic standards and any local academic standards;
- ◆ Align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures;
- ◆ Collect the data necessary for the measures of student success described; and
- ◆ A periodic evaluation to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

Abstract: 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 need for before, after school, and summer programs in the community where target students live (ESSA, Sec. 4204(b)(2)(I)).

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

Program Requirements (ESSA, Sec. 4204(b)(2))

Idaho 21st CCLC Statewide Objectives: In an effort to establish consistent, measurable objectives among programs throughout the state, 21st CCLC subgrantees will be required to incorporate the following objectives.

- ◆ Academic
 - Offer at least one (1) academic opportunity each day; and
 - Regular Program Participants show improvement in academic content.
- ◆ Enrichment
 - Offer at least one (1) enrichment opportunity each day; and
- ◆ Family & Parent Engagement
 - Promote & offer five (5) family literacy services; and
 - Promote & Offer three (3) parent involvement opportunities.
- ◆ Targeted Services
 - Offer program operations according to minimum required timeframe (or proposed timeframe if more);
 - Serve the total targeted proposed number of students; and
 - Focus on regular program participants.
- ◆ Continuous Improvement
 - Offer professional development opportunities for staff;
 - Periodic evaluations of program and staff;
 - Implement safety & emergency plans, policies, and procedures.
- ◆ Summer Program Objectives
 - Offer at least one (1) academic opportunity each day;
 - Offer at least one (1) enrichment opportunity each day;
 - Offer one (1) Family Literacy Service; and
 - Offer professional development related to summer programming.

Timeframe of Services Provided:

School Year: Centers are required to provide typical programmatic services no less than 12 hours per week, 4 days per week and 100 days per year (or the number of days the original application for funding indicates). Services may be offered:

- ◆ Afterschool;
- ◆ Both before and after school;
- ◆ Holidays and weekends (if open, recommended to operate at least four hours per day);
- ◆ Non-school weekdays (if open, **required** to operate at least four hours per day).

Summer Break: Centers are required to be open a minimum of 20 hours per week, 3 days per week and at least 2 weeks. Programs are required to operate at least four hours per day the program is open.

Important Notes:

- ◆ 21st CCLC services may not be offered during regular school hours; and
- ◆ Time spent transporting students before and after the program is not included in the required hours.

Project Design: The design should include a comprehensive scope of services to meet the needs of the whole child, which includes services that reinforce and complement the regular academic programs of the students.

- ◆ Describe how the activities are expected to improve student achievement, behavior and social-emotional well-being (ESSA, Sec. 4204(b)(2)(B));
- ◆ Describe how the program will balance student achievement with engaging, student-centered enrichment activities;
- ◆ Describe the plan for meeting the statewide objectives;
- ◆ Ensure a letter documenting the plan for providing snacks/meals for students through the US Department of Agriculture child nutrition programs or funding from a private organization is included;
- ◆ Describe the plan for providing parents and families meaningful engagement opportunities to the children served by the program;
- ◆ Cite evidence-based research that demonstrate the 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) (ESSA, Sec. 4204(b)(2)(K)). Include a plan to expand or develop additional partnerships.

Center Information: Programs are funded according to the number of students served in each center. The total number of students to be served is the anticipated number of students to participate in the program on a daily basis. The primary focus of serving students is to have regular program participants (RPP), which is a student attending 30 or more days.

Participant Attendance:

- Average Daily Attendance: The aggregate number of days of attendance of all students during a school year; divided by the number of total proposed days to be offered (ESSA, Sec. 8101(1));

Average Daily Attendance Benchmark		
Type of Program	Years 1-2	Years 3-5
Kindergarten (K)	60%	75%
Elementary (K-5)	45%	60%
Middle School (6-8)	35%	40%
High School (9-12)	30%	35%

- Regular Program Participants: A student that participates in the 21st CCLC program for 30 or more days during the school year.

Regular Program Participants Benchmark		
Type of Program	Years 1-2	Years 3-5
Kindergarten (K)	75%	80%
Elementary (K-5)	65%	65%
Middle School (6-8)	35%	40%
High School (9-12)	25%	30%

Programs that do not meet the participant attendance benchmarks are considered not adequately meeting proposed levels of operations. At the discretion of the SDE, programs may receive a reduction in 21st CCLC grant funds for subsequent years of operation according to the actual operational level and RPP based upon an analysis of per-student costs for program.

Centers – Operating Schedule: Provide a schedule of operation for each proposed service center and for each period of service (i.e. 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. Applicants can request funding for up to four (4) centers.

Centers – Program Objectives: In an effort to establish consistent, measurable objectives among programs throughout the state, 21st CCLC subgrantees will be required to incorporate the statewide objectives (see p.12). These objectives will assist in Idaho meeting the recommendations/requirements of the US Department of Education and to best meet the needs of Idaho students. In the table provided, include the following information:

- ◆ List activities to address statewide objectives;
- ◆ Provide timeframe for and frequency of the activities; and
- ◆ Provide the availability duration of the 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.

Staff Support and Qualifications:

- ◆ Document that the director will have sufficient time to oversee the grant and site operations, which includes school year and summer program. **Note: Given the workload to provide a high-quality afterschool program and meet the requirements of federal and state reporting, the SDE strongly recommends that a director dedicates 30-40 hours/week (and 200 days) on the 21st CCLC grant;**
- ◆ Describe how qualified volunteers might be used to carry out project duties and provide mentorship to participants (ESSA, Sec. 4204(b)(2)(M));
- ◆ Describe plans for hiring process and initial screening (including background checks for non-school adults);
- ◆ Describe plans for 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 and/or high school, then students should also be included on the board when appropriate. Program advisory boards are required to meet two (2) times per year. Agendas and meeting minutes 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, GEAR UP, other Title Programs), state (e.g. Safe and Drug Free) and local programs to achieve outcomes. Summarize the contributions (e.g. in-kind support, staff development, transportation, monetary) by each of the local partners. Substantiate the contributions through letters of commitment (ESSA, Sec. 4204(b)(2)(G));
- ◆ 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.
- ◆ Substantiate collaboration and partnerships with school leaderships through letters of commitment that outlines student data sharing agreements and plan for active communication and collaboration.

Evaluation: subgrantees must, on an annual basis, participate in the US Department of Education data collection system. Subgrantees must collect and track the following information:

- ◆ Student demographics (i.e. name, EDUID, grade level, sex, race, ethnicity, LEP status, IEP status, and free/reduced lunch status);
- ◆ Student achievement (i.e. state assessment scores, surveys);
- ◆ Student participation (e.g. daily attendance);
- ◆ Parent/family participation; and
- ◆ Staffing information.

Additionally, subgrantees must complete an Annual Performance Report for the continuation of the application.

Local Evaluation: All 21st CCLC subgrantees must conduct a local, independent evaluation during the third year of programming and submit an evaluation report to the SDE to demonstrate the program's effectiveness and inform continuous improvement. The evaluation should measure progress in meeting Idaho's statewide objectives and federal 21st CCLC performance indicators. Reports should also include progress in increasing student achievement and behavior for at-risk students. Evaluations should identify program strengths, areas to improve and recommendations for sustainability. Results must be shared with the advisory board, staff, volunteers and general community. In the third year of the award, subgrantees will be allocated \$6,000 to conduct a local, independent evaluation.

Equitable Access and Fiscal Management:

- ◆ Document whether or not a fee will be charged for programming for each center where services are provided. If a fee will be charged, provide an explanation of the fee structure. Easy access to 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 five year grant cycle. 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 the program.

- ◆ 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 (i.e. private schools and/or home-school) 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. A fiscal agent must be able to demonstrate:
 - Experience administering local, state or federal grants of similar requirements;
 - 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 center(s);
- ◆ 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 and school day staff);
 - Disciplinary procedures; and
 - Attendance Policies.
- ◆ 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 (ESSA, Sec. 4204(c));
 - 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.

Licensing Requirements: Programs operated by school districts on school property and do not receive funds from the Idaho Department of Health and Welfare (IDHW) are not required to go through IDHW day care licensing. School district are already required by law to get background checks on all employees, and their facilities are already inspected for school purposes.

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 required by IDHW as a condition of funding).

Programs 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.

Resources:

- ◆ Describe 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;
- ◆ Describe the adequacy of the budget to meet needs in the following areas: staffing, staff development, program implementation, supplies, 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

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 the “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 (e.g. hourly rate or per item cost);
- ◆ Justify proposed matching/in-kind fund expenditures providing detail and itemization. Collected fees and other federal funds shall not be included as match; and
- ◆ Align the budget to support the objectives and design of the program.

Annual award amounts:

First Time Applicant		Current or Return Subgrantee	
# Students Served	Maximum Request	# Students Served	Maximum Request
25-40	\$110,000	25-40	\$99,000
41-60	\$135,000	41-60	\$121,500
61-75	\$160,000	61-75	\$144,000
76-100	\$185,000	76-100	\$166,500
101-125	\$205,000	101-125	\$184,500
126+	\$215,000	126+	\$193,500

Minimum grant award amount for an applicant is \$65,000, per year (ESSA, Sec. 4204(h)).

In order to encourage program sustainability, current or returning subgrantees may only apply for up to 90% of the maximum grant award, based on the number of students to be served.

Multiple Applications: An applicant may apply for more than one grant per funding cycle, as long as no duplication of services proposed. Large urban school districts may elect to submit separate applications for clusters of school in different areas of the city.

Funding levels:

- Year 1 – 100% of original award amount;
- Year 2 – 100% of original award amount;
- Year 3 – 90% of original award amount (plus \$6,000 for evaluation);
- Year 4 – 85% of original award amount; and
- Year 5 – 80% of original award amount (ESSA, Sec. 4204(g)).

It is important to understand that the amount available for this competition is approximately \$1.5 million and the SDE aims to fund approximately 7-10 sites in the 2017-18 funding cycle. The SDE reserves the right to reduce initial award amounts to maximize statewide impact. The SDE also reserves the right to reduce or eliminate award amounts if key performance indicators are not met. Year-to-year funding will be based on meeting program goals and objectives through measureable outcomes concerning student achievement, participation, and family engagement. Funding for this program is contingent upon continued funding from the USDOE, ESSA, Title IV-B.

Matching Requirements: A minimum match equaling 30% of the grant award is required and must be reflected on the budget forms (ESSA, Sec. 4204(d)(1)). The match may be in-kind (staff, space, supplies, etc.). At least 10% of the match requirement must come from outside the participating school district. Subgrantees must contribute sufficient match/in-kind funds in years three through five in order to maintain service levels proposed in the awarded grant.

Budget Definitions:

- Personnel (2 C.F.R. §200.430): Costs incurred for employment people to meet the goals and objectives of program operations.
- Fringe Benefits (2 C.F.R. §200.431): Cost incurred that supplement an employee’s salary such as health insurance, retirement, PERSI, and so forth.
- Travel/Professional Development (2 C.F.R. §200.474): Costs incurred for employees to participate in training, professional development, and conferences. Costs may include travel, per diem, lodging, registration fees, conferences (2 C.F.R. §200.432), and other such costs.
- Supplies (2 C.F.R. §200.94): All tangible personal property other than those described in equipment and/or a computing device is a supply if the acquisition cost is less than \$250.
- Equipment (2 C.F.R. §200.33 and 2 C.F.R. §200.313): All (1) tangible personal property having a useful life of more than one year and (2) a per-unit acquisition cost which equals or exceeds \$250. Computing devices are classified as equipment. Costs incurred for equipment must be used to carry out program operations are allowable if directly connected to the program objectives and design.
- Purchased Services: Costs incurred when purchasing a service, which includes contracts (§200.22 – a legal instrument by which the sub-grantee purchases property or services needed to carry out the program project).

- Transportation: Costs incurred for the transportation of program participants to travel safely to and from the 21st CCLC site and off-site locations including academic enrichment activities and home. This may include mileage reimbursement, contracted bus driver services, and or flat bus rates.
- Indirect Cost (2 C.F.R. §200.56): Costs incurred (1) for a common or joint purpose benefitting more than one cost objective, and (2) not readily assignable to the cost objectives specifically benefitted. Costs must be set at the restricted indirect cost rate. For further guidance on restricted indirect cost rates and definitions see [Indirect Cost Allocations for Idaho's Local Education Agencies](#).

Mandatory Budget Items: Some project expenses must be budgeted either in the grant funds requested or the matching/in-kind contributions:

- Student transportation;
- Staff professional development;
- Fall Director's Meeting (Boise) (2 people)– transportation, two nights lodging and per diem; and
- Spring Director's Meeting at the Idaho Prevention and Support Conference (2 people) – transportation, three nights lodging, per diem and registration (\$170/person).

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.
- Indirect costs are allowable but must be set at the restricted indirect rate of the school district that is the applicant or is partnering with the applicant agency.
- Building rental costs are limited to the fair market value for similar facilities in community locale.

Allowable & Non-Allowable Expenses: All expenses should follow Statutory Requirements outlined in *Elementary and Secondary Education Act*, Sec. 4205(a) - Authorized Activities. Below is a list of common allowable and non-allowable expenses with 21st CCLC grant funds (for a more detailed list see *EDGAR*, 3rd Edition, p. 138-162):

Expense	Status	Citation	Notes
Advertising & Public Relations	Allowable with Restriction	2 C.F.R. §200.421	For recruitment of personnel, procurement of goods or services, or disposal of scrap metal.
Advisory Councils	Allowable with Restriction	2 C.F.R. §200.422	
Alcoholic Beverages	Unallowable	2 C.F.R. §200.423	
Alumni/ae Activities	Unallowable	2 C.F.R. §200.424	
Conferences	Allowable	2 C.F.R. §200.432	
Contributions & Donations	Unallowable	2 C.F.R. §200.434	
Capital expenditures for general purpose equipment, buildings, and land	Unallowable	2 C.F.R. §200.439	
Capital expenditures for special purpose equipment	Allowable	2 C.F.R. §200.439	
Curriculum	Allowable		
Decorative Items	Unallowable		
Entertainment	Unallowable	2 C.F.R. §200.438	Costs for entertainment, amusement, diversion, and social activities.
Facilities	Unallowable		
Field Trips	Allowable with Restriction		
Food	Allowable with Restriction		
Fund Raising and Investment Management Costs	Unallowable	2 C.F.R. §200.442	
Gifts	Unallowable		This may include prizes, gift cards, awards, and other items that appear to be gifts.
Goods or Services for Personal Use	Unallowable	2 C.F.R. §200.445	
Government Costs	Unallowable	2 C.F.R. §200.444	
Grant Writing Services	Unallowable		
Incentives	Unallowable		
Indirect Costs	Allowable with Restriction	2 C.F.R. §200.56	
Lobbying	Unallowable	2 C.F.R. §200.450	
Participant Support	Allowable with Restriction	2 C.F.R. §200.456	Prior approval by the Federal Award Agency.

Personnel & Fringe Benefits	Allowable		
Pre-Award Costs	Unallowable		
Program Operations that take place during the Regular School Day	Unallowable	Sec. 4201(b)(1)(A)	
Remodeling Existing Facility Costs	Allowable with Restriction		Up to \$500
Rental Costs of Real Property and Equipment	Allowable with Restriction	2 C.F.R. §200.465	Rates are comparable to that of other rental property in the locale.
Scholarships and Student Aid	Allowable with Restriction	2 C.F.R. §200.466	Prior approval by the Federal Award Agency.
Selling and Marketing	Unallowable	2 C.F.R. §200.467	
Student Activity	Allowable with Restriction	2 C.F.R. §200.469	
Supplies and Materials	Allowable		
Training and Education (Professional Development)	Allowable	2 C.F.R. §200.472	
Transportation	Allowable	2 C.F.R. §200.473	
Travel	Allowable	2 C.F.R. §200.474	Allowable for transportation, lodging, subsistence, and related items incurred by employees traveling on official business.
T-Shirts	Unallowable		
Vehicle	Unallowable		

Current or Return Subgrantees

21st CCLC subgrantees with ongoing projects may not apply for duplicate funding for the same project activities or group of students. However, subgrantees may apply for significant expansion of services to those students, expansion to additional centers (e.g. expanding to four (4) centers instead of two (2) centers) or significantly increasing the number of students. The application must clearly demonstrate the need to expand services and how new funds will be used for the new programming.

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 how the proposed application will ensure that the project will not duplicate students and/or services currently offered by 21st CCLC grant funds. If an expansion project, applicant must clearly demonstrate the previous success and need to expand services.
- 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; and
- Describe the different types of formal training offered to all staff during the most recent year of the 21st CCLC grant.

Selection Factors

The SDE establishes a rigorous peer review process to review* and score all applications (ESSA, Sec. 4204(e)). Final selection of grant projects will be made based on the highest overall scores. Additional factors include: geography diversity (ESSA, Sec. 4204(f)), amount and reviewer recommendations to maximize statewide impact.

*No State Department of Education (SDE) staff will serve as reviewers.

Appeals Process

Applicants that wish to appeal a grant competition decision, can find more information on the 21st CCLC webpage: [21st Appeals Process](#).