

**ARIZONA DEPARTMENT OF EDUCATION**  
**21<sup>st</sup> Century Community Learning Center**  
**CYCLE 11 - Grant Application**  
**Instructions**

**Program Contact**

Arizona Department of Education (ADE)  
21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Program Unit  
602-364-2349

**Funding Purpose / Priorities**

The purpose of the program is to establish 21<sup>st</sup> CCLC programs that provide at-risk students with opportunities for academic enrichment, personal enrichment and other activities designed to complement the students' regular academic program. The 21<sup>st</sup> CCLC programs must also engage adult family members of actively participating students through educational and personal development opportunities. The 21<sup>st</sup> CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites which may be located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the specific purposes of the law are to:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading, writing, mathematics and science;
- (2) Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and
- (3) Offer adult family members of students served by 21<sup>st</sup> CCLC programs opportunities for literacy and related educational development.

Note: The Arizona Department of Education highly encourages family educational services and/or activities which are designed to advance the academic achievement of the student participants. Any family activity supported by this funding should be linked to student learning and achievement objectives.

**Eligible Applicant(s)**

**ABSOLUTE PRIORITY- ENTITIES THAT SERVE STUDENTS WHO ATTEND SCHOOLS WHERE AT LEAST 40% OF THE STUDENTS QUALIFY FOR FREE/REDUCED MEALS.**

Any public or private organization is eligible to apply. Examples of agencies and organizations include, but are not limited to:

- Schools
- Non-profit agencies
- City or county government agencies
- Faith-based organizations

Community-based organizations  
Institution of higher education  
For profit corporations

Eligible sub-recipients may receive 21<sup>st</sup> CCLC grant funding not more than five years contingent upon availability of funds, the completion of an annual Request for Application (RFA) in grants management, and meeting all conditions set forth within the RFA under which funding was provided.

### **Total Funding Amount / Approximate Number of Awards**

The number of awards and the award amount will be based on the final US Department of Education (USED) award notification and number of quality proposals approved. Grants funded by the 21<sup>st</sup> CCLC program may *supplement*, but **NOT** supplant, existing out-of-school funding or programs. Proposals will be reviewed pending successful completion of **ALL** required components as specified in the Request for Application (RFA). ***In the event that anticipated federal funding is decreased, a proportional decrease will be made to all awardees. All funding is contingent upon receipt of federal funds.***

**The award will be for five consecutive years, with applicants receiving 100% funding for each of the first three years of the program, followed by a 25% reduction in original funding in year four and a 50% reduction in original funding in year five.** Continued funding throughout the five years is pending satisfactory performance by the sub-grantees as evaluated by the program office in the Arizona Department of Education and compliance with all grant requirements. The sub-grantees will be required to complete Renewal Applications for the four subsequent years. **Funded programs will not be permitted to reduce the quantity or quality of services, the number of regular attendees, or the length of operation to account for reduced funding.**

Applicants must apply for a minimum of \$50,000 or up to a maximum of \$120,000 in the first year.

### **Matching Requirement**

No matching funds requirement; however, applicants should indicate cost sharing when appropriate. For example: summer school and equipment to be shared with day program

### **Staffing Requirement**

Each entity must employ at least 1 site coordinator per site to be on site during center hours.

### **Budget Period/Program Performance Period**

**July 1, 2012 – June 30, 2013**

### **Target Population(s)**

**Applications proposing services to schools with less than 40 percent low-income students will not be considered.**

**(1) Students:** Students attending schools eligible for Title I school-wide programs or living within the district-defined service area of such schools, are eligible to participate. The 21<sup>st</sup> CCLC program targets **at-risk students** from pre-kindergarten to twelfth grade who attend schools with a high concentration of students from low-income families. Title I status indicates that a school serves an eligible school attendance area in which not less than 40% of the children are from low-income families or not less than 40% of the children enrolled in the school are from such families.

**(2) Adults and Families:** In addition to students, the “No Child Left Behind” Act provides the opportunity for sub-grantees to serve adult family members of those students **who are actively participating** in the regular 21<sup>st</sup> CCLC program by providing educational services or activities appropriate for adults and/or services to advance the academic achievement of the actively participating student. The Federal Government specifically prohibits the use of 21<sup>st</sup> CCLC funds to serve adults who are not affiliated with a fully-participating 21<sup>st</sup> CCLC student meeting the aforementioned criteria. **Programs must offer services to support family engagement and/or family literacy.**

#### **REQUIRED DOWNLOADABLE DOCUMENTS (MUST BE SUBMITTED TO ADE):**

- A. Participants Verification **Form A**
  - B. Adequacy of Resources **Form B**
  - C. Private School Consultation **Form C**
  - D. Statement of Assurance of Original Work **Form D**
  - E. Statement of Assurance of Community Notification **Form E**
- All organizations applying for the grant must have a 2012 General Statement of Assurances on file with ADE’s [Grants Management Department \(http://www.ade.az.gov/gme/\)](http://www.ade.az.gov/gme/) allowing access to application.
  - All organizations applying for the grant must have 2013 General Statement of Assurances on file with ADE’s [Grants Management Department \(http://www.ade.az.gov/gme/\)](http://www.ade.az.gov/gme/) by May 31, 2012.

#### **Application Due Date**

***MAY 7, 2012 by exactly 5:00:00 P.M.***

***The due date refers to the date of receipt in Grants Management of the On-line application and hard copy Forms A, B, C, D and E submitted to ADE. Forms A, B, C, D and E with original signatures may be hand delivered to ADE on May 7, 2012 by exactly 5:00:00 P.M. or postmarked no later than May 7, 2012. No fax or photocopy signatures will be accepted.***

***NO EXCEPTIONS.***

## Initial Screening

The Arizona Department of Education will conduct an initial screen of all applications to ensure compliance with ADE Competitive Discretionary Grant Guidelines and Procedures GE-15. Applicants will be notified of non-compliance status within five business days of the application due date. Applicants with initial screen disqualifications may be appealed within five business days of notification to the Arizona State Superintendent of Public Instruction pursuant to ARS 41-2704 and the process established through ADE under the rules and procedures adopted pursuant to ARS 41-2611.

### **21<sup>st</sup> CCLC Unit Staff will conduct an initial screen using the following criteria:**

***If any of the following criteria is not met the application will be disqualified and will not move on to the Peer Review Process.***

- 1. Application submitted by the due date and time**  
Grant applicants must adhere to the grant submittal deadlines. No extensions will be granted. Late submissions will be automatically disqualified.
- 2. 40% or higher Free and Reduced Lunch count**  
The minimum requirement is 40%; applicants can serve more than 40% in order to qualify.
- 3. Complete Application**  
Incomplete applications will not be accepted. Responses to each application question must include a text response: Place holders such as an asterisk or hyphen will not be considered an acceptable response.
- 4. Correct Application (Site Based)**  
Individual applications must be written for each school listed. I.e.; wherever site information is requested on the application, only one school should be listed per site.  
Note: Incorrect applications which are rejected will be rejected on a site-by-site basis. It is possible for an LEA to have a school site application rejected and other school site application(s) go on for consideration in the Peer Review Process.

To ensure a blind peer review of applications, do not identify schools, districts or fiscal agents by name, except in response to questions 1-32 of the application.

***If any of the following criteria is not met the application may not move on to the Peer Review Process.***

- 1. Charter Board Compliance Check – good standing**  
This check relates to the charter contract as well as state, federal and local laws.
- 2. Grant Management Enterprise – good standing**  
Submit Required Audit Evaluation and Cash Management Reports  
Avoidance of Programmatic Holds from other Program areas
- 3. 21<sup>st</sup> CCLC Prior Grant – good standing**  
Submit Reports in a timely and complete manner  
Meet the service hour requirements (hours/days/weeks/summer program)  
Meet the proposed number of regularly attending (30 days or more) students
- 4. Budget Alignment**  
Administrative costs do not exceed 25% of total budget. External evaluator/consultant costs do not exceed 5% of total budget. Capital costs do not exceed 5% of total budget and are necessary to proposed program/services.  
Please see pages 20-21 of these application instructions for more specific direction and criteria regarding budget alignment requirements.

## Scoring Criteria

- The Instructions describe what is to be included in each Section of the Application.
- *The bulleted, italicized criteria statements are used by proposal reviewers to assess and score each Section of the Application.* Proposal reviewers will refer to the Rating Guidelines to evaluate the criteria in each section.
- Proposal reviewers will then assign a total score for each section based upon how well the applicant responds to the criteria listed in each section.
- The Application is based on a 100 point scale.

### Points Distribution

Sections	Max. Score
III. Priority	2
IV. Program Need	15
V. Program Design and Implementation	15
VI. Adequacy of Resources	15
VII. Program Objectives and Activities	21
VIII. Evaluation	16
IX. Sustainability	16
<b>Total Score</b>	<b>100</b>

### Rating Guidelines

Not Addressed	Poor	Basic	Good	Exceptional
<p>Does not address the criteria or simply re-states the criteria.</p>	<ul style="list-style-type: none"> <li>✓ Does not meet criteria,</li> <li>✓ fails to provide information,</li> <li>✓ provides inaccurate information,</li> <li>✓ or provides information that requires substantial clarification as to how the criteria are met.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Limited information as to how the criteria are met is provided and information lacks specificity or relevance.</li> <li>✓ Provides little focus, detail and/or evidence.</li> <li>✓ Some minor inconsistencies and weaknesses exist.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adequate information as to how the criteria are met is provided and is accurate and pertinent.</li> <li>✓ Provides focus, detail and evidence.</li> <li>✓ Few inconsistencies or weaknesses exist.</li> </ul>	<p>Proposal exceeds all minimum requirements.</p> <ul style="list-style-type: none"> <li>✓ Complete, detailed, and clearly articulated information as to how the criteria are met.</li> <li>✓ Provides specific, convincing and comprehensive evidence.</li> <li>✓ Ideas are thoroughly developed and well-conceived.</li> <li>✓ No inconsistencies or weaknesses exist.</li> </ul>

## Narrative Instructions

### Section I. General Information and Contact Information 0 Points

#### Items 1-16

**Items 1-15-** Enter contact information for the proposed 21<sup>st</sup> Century Community Learning Center(s).

**Item 16-** Enter the Total Dollar Amount of Funds Requested for **all sites** in the application for **Years 1-5**.

**If the application is for more than one site, then each site must complete each of the following sections and will be reviewed independently.**

### Section II. Site Information 0 Points

#### Items 17-32

Enter general information for **each** proposed 21<sup>st</sup> Century Community Learning Center Site.

**Item 19-** Identify CTDS # for each proposed site. Only one CTDS # can be entered for each proposed 21<sup>st</sup> CCLC site.

- A CTDS number is also required before you can submit a grant application. CTDS stands for County, Type, District, and School.
- To apply for a CTDS number, go to the ADE website at [http://www.ade.az.gov/schoolfinance/FAQs/CTDS\\_District/](http://www.ade.az.gov/schoolfinance/FAQs/CTDS_District/) and follow the directions on this page. If you are a new site, please use CTDS# 00-00-00-001 when completing the form and select "School Finance" as your LEA Account Analyst. Current schools can find their analyst at <https://www.azed.gov/Administrators/SF/Lists/LEAAccountAnalysts/AllItems.aspx>.

**Item 20-** Enter the Entity ID # of the school for each proposed site.

- The Entity ID for a school can be found on the ADE Home page (<http://www.azed.gov/>) using the "Find A School" tool. Click on Find a School, which is the second tab at the top of the main website page, enter the name of the school and click enter. This will bring up general school information. Then click on View More Detail. When the detail screens comes up the entity ID can be found at the top right hand side the detail page.

**Items 21& 22-** Identify total number of students and grade levels enrolled at the school.

**Item 23-30** Identify the Principal and include contact information.

**Item 31** Identify the Site Coordinator for each site.

This person meets the staffing requirement and must be site based.

Please follow appropriate hiring practices in accordance with your district/agency human resource policies upon the approval of this grant.

**Item 32-** ABSOLUTE PRIORITY-Provide the percentage of students who qualify for free/reduced meals.

Eligible entities that serve students who attend schools where at least 40% of the students qualify for free/reduced meals.

Indicate this condition as reflected in data also provided to Health and Nutrition Services.

**Section III. Priority  
2 Points**

**Items 33-36**

Do not identify schools, districts, or fiscal agents by name in this section, or any of the following sections of the application. Instead, use a descriptor such as Site 1, Site 2, the school, etc.

**Items 35-36-** Provide AYP Determination and AZ LEARNS Label for previous school year.

**(2 Points)** Sites that **DID NOT** make AYP and/or are Underperforming or Failing **WILL** earn **2** Priority points. **LABELS WILL BE VERIFIED.**

**No Label typically indicates 'new school' status and should be marked as Not Applicable.**

**Priority Criteria:**

- *If the site **DID NOT** make AYP and/or is either **Underperforming or Failing** the applicant **WILL** earn **2 Priority Points.***

## Section IV. Program Need 15 Points

### Items 37-42

The need section should give a comprehensive understanding of the highest need for student level support.

Do not identify schools, districts, or fiscal agents by name in this section of the application. Instead, use a descriptor such as Site 1, Site 2, the school, etc.

#### **Item 39-** Describe the needs assessment process used that addresses the following:

**Risk Factors:** Community risk factors and indicators that contribute to the problems are addressed by the proposed project. Clearly cite relevant data for school and community (i.e., truancy data, disciplinary data, socioeconomic data, achievement data, community crime data, etc.)

**Impact of Risk Factors:** The overall impact of the risk factors and negative indicators on the targeted student population and their families are identified and the proposed project will clearly and effectively address the problems associated with these risk factors.

**Specific Needs:** The specific needs of students and families within these communities are thoroughly explained and related to the identified risk factors and indicators.

**Inadequacy of Current Resources:** It is evident that the current level of resources available is insufficient and has prevented the community from addressing the specific stated needs. Identify current services available to the community and the gaps in services available to the community.

#### **Item 40-** Using the most current school report card and AIMS data or other assessment data, describe the percentage of the entire student population in your school not reaching grade level benchmarks in Math and Reading.

Identify the source and year of data used for this item.

#### **Item 41-** Describe the academic needs of your most at risk students.

Of the students not reaching grade level benchmarks in Math and Reading, determine which subgroups are not achieving grade level benchmarks in Math and Reading.

Identify the source and year of data used in determining which students will be targeted including grade level, subgroups and specific subjects such as math and reading.

Academic needs must be based on assessment data.

#### **Item 42-** Describe how the proposed program will align with the site's Arizona School Improvement Plan and/or school goals.

Describe how the program will align to the current Arizona School Improvement Plan (ASIP). If the site does not have an ASIP, then describe how the program will align to the school goals.

### Program Need Criteria:

- *This section **clearly** details the needs that will be addressed by the proposed program and should include risk factors that place the students in jeopardy of academic failure or behavioral problems. The need is based on an assessment of objective data regarding the need for before and after-school programs (including summer programs) and current activities in the proposed schools and communities [Title IV, Section 4205(b)].*
- *In addition to the aforementioned requirements, applicants must clearly address each of the following: risk factors, impact of risk factors, specific needs, inadequacy of current resources, and target population to be served.*
- *The applicant clearly identifies current services available to the community and the gaps in services available to the community.*
- *The need is evident, compelling, and clearly linked to the outcome(s) of the project.*
- *The need for the project is strongly justified through supporting data.*
- *The proposed target population is clearly linked to the needs identified in the needs assessment.*
- *It is evident that the proposed project is focused on those with greatest academic needs and is based on assessment data*
- *The applicant provides evidence that the program is in alignment with the school's current ASIP and/or school goals.*
- *The applicant clearly describes the academic, enrichment and youth development needs of students to be served*

## Section V. Program Design and Implementation 15 Points

### Items 43-71

This section should describe the overall services planned for the program.

Do not identify schools, districts, or fiscal agents by name in this section of the application. Instead, use a descriptor such as Site 1, Site 2, the school, etc.

### **Operational Hours and Days of Operation**

Each site in the application is required to be open for a minimum of four days per week, for 12 hours per week of **TOTAL CENTER SERVICES** (Combined Direct Student Services and Adult Family Services-**NOT** to include planning/prep time).

**DIRECT STUDENT SERVICES** are those services where the vast majority of enrolled student participants are able to participate. Every student in the program must be afforded 8 full hours of programming (e.g., an applicant cannot serve boys on Monday and girls on Tuesday. Individual students would only receive half the total programming).

**ADULT FAMILY SERVICES** are services provided to adult family members of those students who are **ACTIVELY** participating in the regular 21<sup>st</sup> CCLC program.

Although sites may determine how to design individual programs, the following minimum requirements **MUST** be followed for **Total Center Operations**:

- **Minimum of 120 Days per Fiscal Year**
- **Minimum of 27 Weeks Academic Year (Includes Extended Breaks)**
- **Minimum of 3 Weeks Summer School**
- **Minimum of 4 Days per Week**
- **Minimum of 12 Hours per Week of TOTAL CENTER SERVICES (Does not include planning/prep time for staff.)**
- **Minimum of 8 Hours per Week of DIRECT STUDENT SERVICES**
- **Minimum of 2 Hours per Week of ADULT FAMILY SERVICES**

Examples of how services may be offered:

- Before school (one hour per day, ends just before school begins)
- After school (two hours per day, begins when school dismisses)
- Both before & after school (one hour before and 2 hours after per day)
- Non-school weekdays (Intercessions) during the typical school year and Saturdays (2 hours per day; 21st CCLC funds may not be used to support Saturday-only programs)
- Summer break (4 hours per day). Note: 21<sup>st</sup> CCLC funds may not be used to support a solely summer program, as services must be offered during the school year 4 days per week with a minimum of 12 hours per week.

**Items 45-52- Identify Student Services.**

**Items 53-57- Identify Family Services.**

**Items 58-60- Identify Total Center Services (Combination of Student and Family Services).**

**Item 61-** Identify the total number of days the program will be offering services for students and families during the ENTIRE year. This will be the number used to calculate the \$8 formula for funds requested.

**Item 62-** Identify the projected number of student regular attendees (attending the program 30 days or more). This will be the number used to calculate the \$8 formula for funds requested.

**Item 63-** Identify the projected number of family members to be served.

**Item 64-** Describe how your program design offers specific, realistic and comprehensive targeted intervention and academic enrichment opportunities.

**Item 65-** For year one only- provide a list of tentative dates in a timeline format (**NOT NARRATIVE**) proposed for the participating students and their families.

Applicants must comply with the above required minimum services. A separate schedule must be provided for summer or extended-break operation.

**Item 66-** Describe the plan of communication between the 21<sup>st</sup> CCLC, the schools that the students regularly attend, and/or the regular-day teachers (if the 21<sup>st</sup> CCLC is located at the students' school).

Specifically, indicate how the following will be addressed:

- equitably serving non-public school students and their families, if those students are within the target population of your 21<sup>st</sup> CCLC program
- eliminating barriers that could impede equitable access to participation in activities due to target populations' need for specialized support (e.g. curriculum adaptation and/or modification and staff development)
- accessing necessary student academic records to monitor objectives and providing statewide evaluation data
- sharing information on student progress in the 21<sup>st</sup> CCLC program with both (a) regular-day school staff and (b) families of participating students

**Item 67-** Describe the methods and strategies to disseminate and share information, including services and evaluation outcomes, about the project to parents, staff, students, community members, and stakeholders in a manner that is understandable and accessible.

**Items 68-69-** Provide detail about how each center will ensure the safety of participating students.

Safety of students participating in the 21<sup>st</sup> CCLC program is of the highest priority. Students must participate in structured activities in a safe environment supervised by staff that is well trained in monitoring and ensuring student safety. The applicant **MUST** clearly indicate: how the safety of children will be maintained on site (e.g., requiring parent sign-out, checking identification, etc), and how students participating in the program will travel safely to and from the site.

**Item 70-** Indicate how snacks will be acquired and distributed to centers and participating students on a daily basis when the program is in operation.

Applicants are required to provide snacks and/or meals to all participating students. Meals and/or snacks should be approved by the U.S. Department of Agriculture (USDA). Applicants must clearly indicate how snacks/meals will be acquired and how snacks/meals will be distributed to centers for provision to participating students on a daily basis when the program is in operation.

**Item 71- Describe how the program will overcome barriers to provide equitable participation of all students (include how students with disabilities will be identified and served).**

In accordance with State and Federal laws, children with special needs must be afforded the same opportunities as children in the general population. Eligibility for funding requires 21<sup>st</sup> CCLC programs to have the capacity to equitably serve students with special needs. Students with special needs include those who may be identified as Limited English Proficient (LEP), Homeless, Migrant, or with a physical, developmental, psychological, and sensory or learning disability. No child may be excluded from the program, regardless of the level or severity of need, provided they can be safely accommodated.

**Program Design and Implementation Criteria:**

- *The applicant clearly identifies all of the specific program components that meet the minimum center requirements and are likely to contribute to the success of the project.*
- *The proposed program design is specific, realistic, and comprehensive and is aligned with the purpose of the program.*
- *It is evident how the program plans to recruit and retain students.*
- *It is evident how the program plans to recruit and retain adult family members.*
- *The applicant identifies a clear and appropriate timeline for program implementation.*
- *The applicant clearly identifies a realistic and reasonable plan for communication to occur between the 21<sup>st</sup> CCLC staff and the regular day staff.*
- *The applicant's dissemination plan will use innovative, effective and realistic methods and strategies to reach all of the stakeholders.*
- *The applicant clearly identifies how safety of participating students will be maintained on-site and during off-site activities.*
- *The applicant clearly identifies specific strategies to ensure students would remain safe while traveling between program and home.*
- *The applicant clearly identifies how snacks will be acquired and distributed to centers.*
- *The applicant clearly describes how program would overcome barriers to equitable participation of all students including specific strategies of how they will ensure all eligible individuals will be recruited to take part in the program.*
- *The applicant clearly identifies how students with special needs will be served.*

## Section VI. Adequacy of Resources 15 Points

### Items 73-82

This section of the application should demonstrate how the program design and budget are well connected and highly cost effective. The grantee should demonstrate a strong capacity to fulfill grant requirements. Applicants are encouraged to consider the number of students, the needs of the families, and the community when determining the funding level requested. Regardless of the size of the grant, proposed costs must be reasonable and necessary to carry out the program's purpose and objectives.

#### **Item 74- Identify the Total Funds Requested.**

Using the following \$8 formula compute the total budget requested:

**(a) Number of Days program is offered** (Minimum of 120 days) \_\_\_\_\_ **X (b) projected number of students who attend 30 days or more** \_\_\_\_\_ **X (c) \$8 = (d) Total Funds Needed \$** \_\_\_\_\_

**(e) Total Funds Requested \$** \_\_\_\_\_  
Minimum amount is \$50,000 – Maximum amount is \$120,000.

#### **Item 75- Explain how 21<sup>st</sup> CCLC funds will supplement and not supplant existing out-of-school time programming.**

#### **Items 77-81- Demonstrate the capacity to manage an out-of-school time program.**

This section of the application should describe the appropriate use and effectiveness of resources to successfully manage an out-of-school time program, including, but not limited to the program and fiscal management of this grant; maintaining and recruiting high quality staff; relevant professional development; and the use of volunteers. Be cautious not to supplant existing staff salaries or programs, but to supplement or expand.

#### **Adequacy of Resources Criteria:**

- *The requested amount is accurately proposed using the official \$8 Funding Formula. The applicant may NOT alter this formula or the per-pupil calculation.*
- *The applicant explains how 21<sup>st</sup> CCLC funds will supplement and not supplant existing services.*
- *The applicant clearly demonstrates a strong capacity to manage local, state, and federal grants.*
- *The applicant describes key personnel that have been allocated for implementation and maintenance of the program in accordance with applicable Federal and State statues, regulations, program plans, and General Statement of Assurances.*
- *The applicant clearly describes a professional development plan for 21<sup>st</sup> CCLC staff.*
- *The applicant clearly identifies how personnel hired will meet the minimum requirements set forth by the district.*
- *The applicant clearly identifies a plan for recruiting and retaining high quality staff.*

## Section VII. Program Objectives and Activities 21 Points

### Items 82-91

Refer to the **Writing SMART Outcome Objectives** materials (see Fund Alert Downloads) prior to completing this section.

The program objectives must be measurable and consistent with the needs assessment. Program activities must be designed to ensure high quality academic enrichment opportunities. All activities and services must be in alignment with the funding purpose/priorities (summarized on page 1 of the grant application instructions). The relationship of proposed activities and services to achieving identified objectives should be evident.

The following are questions to address in the application:

- How will students improve in regards to the Arizona State Standards and academic subjects?
- Are activities age appropriate, interesting, effective, and evidence based?
- Do activities clearly align to the objectives?

#### **Program Areas**

Program areas are in line with the goals of the national 21<sup>st</sup> CCLC initiative.

- Academics
- Youth Development
- Family Engagement-(Literacy/Education)

#### **SMART Outcome Objectives\***

*\*Please see **Writing SMART Outcome Objectives** materials (see Fund Alert Downloads) for further guidance.*

For each of the program areas above (Academics, Youth Development, and Family Engagement), write outcome objectives that can be *measured annually* and are:

- Specific,
- Measurable,
- Achievable,
- Realistic and
- Time-specific

SMART outcome objectives should express the intended results or accomplishments of your 21<sup>st</sup> CCLC program that are achievable each year of the program. Measuring outcomes at least on an annual basis is important to providing required data for annual reporting, and also provides a measure of the program's impact which can inform continuous improvement. SMART outcome objectives are not about actions or activities, they are about the results of actions and activities. As such, they describe not your efforts, but what you hope will change as a result of your efforts:

- A greater percentage of regular attendees will meet or exceed the AIMS reading standard than did last year,
- A lesser percentage of regular attendees will be sited for violent and serious offenses at school than did last year.

SMART outcome objectives are meant to be realistic targets for a program. In this sense, SMART outcome objectives represent our expectations and hopes when we set out to plan and implement 21<sup>st</sup> CCLC programs. SMART outcome objectives become the yardstick by which our real or observed accomplishments will be assessed. Well written objectives will always answer the following questions:

**WHO is going to do WHAT, WHEN, and to WHAT EXTENT?**

In short, SMART outcome objectives are:

Specific	Measurable	Achievable	Realistic	Time-specific
Objectives should specify what they need to achieve.	You should be able to measure whether you are meeting the objectives or not.	You should be able to achieve the objective with a reasonable amount of effort and application.	Your objective is probably realistic if you truly believe that it can be accomplished.	The objective must state the time when the baseline (beginning) and outcome (ending) data will be collected.
<p>An objective must be specific with a single key result. If more than one result is to be accomplished, more than one objective should be written. Just knowing what is to be accomplished is a big step toward achieving it.</p> <p>Is there a description of a precise or specific behavior/outcome which is linked to a rate, number, percentage or frequency?</p>	<p>An objective must be measurable. Only an objective that affects behavior in a measurable way can be optimally effective. If possible, state the objective as a quantity.</p> <p>Is there a reliable system in place to measure progress towards the achievement of the objective?</p>	<p>An objective must be attainable with the resources that are available.</p> <p>What barriers stand between you and your objective?</p> <p>How will each barrier be overcome and within what time frame?</p> <p>With a reasonable amount of effort and application can the objective be achieved?</p>	<p>An objective must be attainable with the resources that are available to be realistic. Many objectives are realistic. However, the time it takes to achieve them may be unrealistic. For example, it is realistic to want to lose ten pounds. However, it is unrealistic to want to lose ten pounds in one week.</p> <p>Can you realistically achieve the objectives with the resources you have?</p>	<p>All 21<sup>st</sup> CCLC objectives should be annual, short term objectives, intended to measure progress for each year's program participants annually.</p> <p>21<sup>st</sup> CCLC objectives should NOT be stated as multi-year goals for the program or its participants, as these would not be measurable annually.</p>

Objectives must be numbered using a **two-number** system, where the first number will be the same as the program area to which the objective belongs, and the second number will be the unique number for that objective within the program area (e.g., "1.1", "1.2", "2.1", "2.2", etc.). Follow the minimum and maximum requirements of objectives for each program area:

- **Academics**                      **Minimum of 2 SMART outcome objectives; Maximum of 4**
- **Youth Development**            **Minimum of 1 SMART outcome objective; Maximum of 2**
- **Family Engagement**            **Minimum of 2 SMART outcome objectives; Maximum of 3**

### **Targeted Activities**

For **EACH** SMART outcome objective, include **targeted** activities that will clearly allow the program to progress towards the stated objective.

Following each activity, indicate the timeframe that each activity will be occurring (e.g., "daily throughout year," "monthly throughout year," "weekly during third nine-weeks," "daily during summer session," etc.). Refer to the "Activity Requirements" below to ensure an appropriate breadth of

activities is selected for student participants. Activities listed must be more specific than the general categories listed under "Activity Requirements." **(Number each activity with the corresponding objective number.)**

Clearly indicate which of the following activity categories will be provided in the proposed program. The curricula that will be implemented for each program activity must be comprehensive and the activities must be designed to improve student achievement. Activities chosen must align to the measurable objectives indicated in the previous section.

- Targeted educational activities and academic enrichment learning programs, that include providing additional assistance to students to allow the students to improve their academic achievement
- Reading and writing educational activities
- Mathematics and science educational activities
- Arts and music education activities
- Entrepreneurial education programs
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
- Physical education and recreational activities
- Telecommunications and technology education programs
- Expanded library service hours
- Programs that provide family engagement which will contribute to increases student achievement and family literacy activities
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement and reduce drop-out rates
- Drug and violence prevention programs, counseling programs, and character education programs

Do not identify schools, districts, or fiscal agents by name in this section of the application. Instead, use a descriptor such as Site 1, Site 2, the school, etc.

**Items 84-85- Provide SMART outcome objectives for the program area of Academics. For EACH objective, include targeted activities that will clearly allow the program to progress towards the stated objective.**

**Items 86-87- Provide SMART outcome objectives for the program area of Youth Development. For EACH objective, include targeted activities that will clearly allow the program to progress towards the stated objective.**

**Items 88-89- Provide SMART outcome objectives for the program area of Family Engagement. For EACH objective, include targeted activities that will clearly allow the program to progress towards the stated objective.**

**Item 90- Describe what actions the site principal will continuously demonstrate to increase buy-in and support for staff involvement and student achievement in order to meet the identified objectives and activities. Examples may include but are not limited to the following.**

Principals will:

- Designate time at staff meetings or grade level meeting to discuss 21<sup>st</sup> CCLC
- Schedule regular time to connect and collaborate with 21<sup>st</sup> CCLC site coordinator
- Offer support to site coordinator regarding ongoing monitoring of student progress
- Coordinate efforts with site coordinator to engage families in their student's learning

**Item 91- Describe how the proposed activities will improve student academic achievement.**

Federal legislation requires that 21<sup>st</sup> CCLC academic components are based on scientifically based research. The No Child Left Behind statute provides Principles of Effectiveness to guide applicants in identifying and implementing programs and activities that directly enhance student learning and performance. Be sure to address each of the following **principles of effectiveness**:

- Needs of the school and community
- Learning is intentional
- Learning is embedded in all after-school activities
- Activities are exciting and engaging
- Activities are research-based and aligned with state and local academic standards
- Dosage matters- The more time students are engaged in learning activities, the greater their success in school.

**Program Objectives and Activities Criteria:**

- *Only SMART outcome objectives are appropriate.*
- *There are an appropriate number of SMART outcome objectives for each program area:*
  - *Academic – Minimum of 2; max of 4*
  - *Youth Development – Minimum of 1; max of 2*
  - *Family Engagement – Minimum of 2; max of 3*
- *Objectives are Specific, Measureable, Achievable, Relevant and Time Bound (SMART) (Please see the Writing SMART Outcome Objectives PowerPoint for instructions and clarification).*
- *Each SMART Objective allows for annual measurement of progress towards the stated outcome.*
- *It is evident that activities/methods support the program objectives and align to the Arizona State Standards.*
- *Objectives and activities are clearly linked to the identified needs of the target populations.*
- *It is apparent how the activities will improve student academic achievement.*
- *It is evident that the site principal has an action plan that will continuously demonstrate an increase in buy-in and support for staff involvement, family engagement and student achievement in order to meet the identified objectives and activities.*
- *It is evident that the activities/methods are comprehensive, effective based upon current knowledge from research and/or best practices, and likely to result in achievement of the objectives.*
- *The applicant provides research on the effectiveness of proposed activities.*

## Section VIII. Evaluation Plan 16 Points

### Items 92-98

To ensure quality programming and student performance, each grantee must undergo continuous formative evaluations to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the *principles of effectiveness*. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request.

**Items 94-96-** Describe an evaluation plan that will be used to monitor the program's progress toward meeting the goals and objectives identified in the grant application (Reference the specific objective numbers).

The plan must clearly identify the instruments and method(s) for evaluating the project, including the method for data analysis. The plan must address ALL goals and objectives identified in the application.

**Assessment & Timeline:** For EACH objective, applicants must include specific methods that will be implemented to continuously assess progress towards achieving the stated objective. For each assessment method described, the applicant must indicate a timeline as to when and how often the assessment will be completed (e.g., pre-post measures are most informative). If appropriate, the applicant must indicate how the program will utilize the assessment results to modify program activities to improve progress. See the following example of an assessment: "Students will complete the President's Fitness Challenge at the beginning of the program and then every two months thereafter. Growth and achievement will be charted daily and students will be given weekly feedback about their progress."

**Item 97-** Identify the lead person(s) for the evaluation process by job title only, and any qualifications and responsibilities this person(s) has to lead the evaluation process. Do not provide the name of the evaluation service provider(s).

Information submitted here should reflect information submitted in each applicant's Adequacy of Resources (Form B).

**AN ADE EVALUATION REPORT AND A FEDERAL ANNUAL PERFORMANCE REPORT ARE REQUIRED.**

**External Evaluator(s):** *The use of an external evaluator is not required.* If an external evaluator is proposed, the evaluation plan must identify the individual or organization serving as an external evaluator. The plan must also include a description of the qualifications and responsibilities of the external evaluator. The amount to be paid for the evaluation **cannot exceed 5%** of the total grant amount.

**Items 98-** Indicate how the program will utilize the in-school data evidence collected and evaluation results to refine, improve, strengthen and drive programming.

### **Evaluation Criteria:**

- *The evaluation plan is linked directly and clearly to the stated objectives.*
- *For each objective listed in Program Design, the applicant clearly described performance measures and methods to assess the degree to which the objective was met.*
- *The evaluation plan includes progress monitoring to measure student progress and guide decision making.*
- *Reasonable timelines are provided.*
- *Personnel leading the evaluation are identified and appropriately qualified.*
- *The evaluation methods are comprehensive, reliable, and include an effective approach for using evaluation results that are likely to impact program progress and success.*
- *The evaluation instruments are appropriate to measure the program's success or effectiveness on an ongoing basis.*
- *The applicant ensures that the program will be modified as evaluation results demonstrate a need for modification.*

**Section IX. Sustainability  
16 Points**

**Items 99-103**

Complete and refer to the **Partner Planning Tool** (see Fund Alert Downloads) prior to completing this section.

In this section please complete the following items to identify key partner contributors, specific collaborations among funding streams and a strategy for how this program will sustain services.

**SAMPLE Partner Planning Tool**

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Objectives
Arizona First Nation Bank Club	CBO	In-kind	\$1,500	Character Education – Teaching students real world concepts about banking and money management

**Item 101-** Identify partners, how they were involved in the development of the application, type and amount of contributions(s) and how each partner’s contribution(s) will help meet the program’s needs and objectives.

Summarize the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each of the local partners, regardless of the contribution amount.

Responses in this section should reflect information found on the Participant Verification form (Form A).

**Item 102-** Describe how activities carried out will be combined and coordinated with other federal, state and/or local programs to make the most effective use of public resources (may include in-kind contributions).

Summarize the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each of the local partners, regardless of the contribution amount.

**Item 103-** Outline a sustainability plan that ensures the program will continue once the grant funding ends.

A sustainability plan must specify how the program will accomplish sustainability in years 3-5 and beyond. Include a description of current public/private partnerships, the plans to expand these partnerships, and the plans to develop public/private partnerships. It is expected that all programs will acquire funds to assist in sustaining the program in years 3-5 and will acquire funds to continue the program after the termination.

### **Sustainability Criteria:**

- *The applicant clearly describes the process used to identify partners and collaborators and how they were involved in the development of the application.*
- *The applicant clearly shows how each contribution will help meet the program's needs and goals.*
- *It is evident how the project will be combined and coordinated with other federal, state, and/or local efforts.*
- *The applicant's sustainability plan will use innovative, effective and realistic means to maintain the original level of service to the original number of students proposed to be served.*
- *The role of partners contributing to sustainability is well articulated and sound.*

## Budget Alignment with Entire Proposal

The proposed budget will be checked for alignment with entire grant proposal. Budget items should conform to the USFR Chart of Accounts.

**For compliance with fiscal issues of 21<sup>st</sup> CCLC, refer to the Fund Alert Downloads: Non-regulatory Guidance; Cost Principles; and Chart of Accounts and Expense Classification Uniform System of Financial Records.**

Avoid using grant money to increase school day staff (this is not allowable and would be considered supplanting).

Applicants are encouraged to consider the number of students, the needs of the families, and the community when determining the funding level requested. Regardless of the size of the grant, proposed costs must be **reasonable and necessary** to carry out the program's purpose and objectives.

### Budget Line Items

In this section enter the total requested dollar amounts for **year one** using the appropriate function and object codes. **If requesting grants for more than one site**, then the amounts entered by line should be the total amount for ALL SITES.

Furniture and equipment with a shelf life of over one year and costs \$100 or more per item, should be listed as capital outlay.

### Line Item Descriptions

In this section enter a brief summary description by line item for **year one**. **If requesting grants for more than one site**, be sure to list each site's grant request individually by site number in the "Budget Line Description" section to explain the breakdown by site of the request on each line.

### Sample of a Line Item Description

<u>Function Code</u>	<u>Object Code</u>	<u>Amount</u>	<u>Budget Line Description</u>
<b>Instruction 1000</b>			
Salaries	6100	\$18,000	Site 1 - ACADEMIC YEAR - 6 Academic Instruction Teachers @ \$25 hr. x 1 hr. per day x 4 days per week x 30 weeks = \$18,000
		\$12,000	Site 1 - ACADEMIC YEAR - 4 Academic Enrichment Teachers @ \$25 hr. x 1 hr. per day x 4 days per week x 30 weeks = \$12,000
		\$2,880	Site 1 - ACADEMIC YEAR - 2 Paraprofessionals @ \$12 hr. x 1 hr. per day x 4 days per week x 30 weeks = \$2,880
		\$7,200	Site 1 - SUMMER - 6 Academic Instruction Teachers @ \$25 hr. x 4 hrs. per day x 4 days per week x 3 weeks = \$7200.00
		\$1,152	Site 1 - SUMMER - 2 Paraprofessionals @ \$12 hr. x 4 hrs. per day x 4 days per week x 3 weeks = \$1152.00
		\$600	Site 1 - Substitute Teachers to enable professional development @ \$100 x 6 substitute days = \$600.00

### Budget Year 1 per Site

Provide the budget costs for **EACH SITE** for **Year 1 ONLY**. Funding will be provided per site for a minimum of \$50,000 and a maximum of \$120,000.

### Budget Years 1-5 per Site

In this section enter total requested dollar amounts by site for years one-five. Note that 4<sup>th</sup> year core funding will be reduced by 25% and 5<sup>th</sup> year funding by 50% from year 3, except that regardless of original funding, years 4 and 5 will not be less than \$50,000.

**Example: If Year 3=\$75,000; than Year 4=\$56,250; and Year 5=\$50,000 (not \$37,500)**

Budgets are based on individual site needs.

These budgets must be developed in accordance with the Nonregulatory Guidance; Cost Principles; and Chart of Accounts and Expense Classifications Uniform System of Financial Records (USFR) which are provided in the Funding Alert in the Application Downloads.

### Budget Detail Narrative Description

In this section provide a detailed description for each budgeted line item **by site for Year 1 only**.

These applications are based on individual site's identified needs. Budgets should be site specific. See Minimum level of details below:

1. For all personnel-provide number of staff, job title, rate of pay, estimated number of days, and subtotal;
2. For any staff who are regular school employees-provide rationale as to how the applicant would not be supplanting funds;
3. For supplies-provide specific information on proposed products, academic or enrichment focus, number of items, and subtotal;
4. For on-going evaluation activities to improve academic achievement-identify the staff time, rate of pay, frequency of meetings, and subtotal;
5. For outside evaluator-provide amount of contracted time, rate of pay, and subtotal; and for all other items, provide similar level of detail.

Also, refer to Download items with this application: Nonregulatory Guidance; Cost Principles; and Chart of Accounts and Expense Classifications Uniform System of Financial Records (USFR).

Use the **Budget Planning Tool Example** (see Fund Alert Downloads) to complete this section. **Note the detail required in this section per budget line.**

### **Budget Alignment Criteria:**

- *The total requested dollar amounts are reasonable and necessary to promote the objectives and activities in the application.*
- *Budget request is reasonable in relation to the number of people served by the grant.*
- *There is sufficient description in the **Line Item Detail** to justify the total requested amount (by site if more than one site requesting funds).*
- *There is a sufficient detail description in the **Budget Detail Narrative** to justify the total amount requested by each site.*
- *Appropriate staffing requirements are reflected in the budget (1 Site Coordinator on Site during center hours).*
- *Administrative costs do not exceed 25% of total budget.*
- *Capital costs do not exceed 5% of total budget and are necessary to the programs or services proposed.*
- *External evaluator/consultant costs do not exceed 5% of total budget.*
- *Transportation cost: Public School not to exceed 4% - Charter School not to exceed 10% Sufficient detail is required to ensure that supplanting or double dipping is not occurring.*
- *Travel expenses for required Professional Development for Principal and Site Coordinator per examples provided in Budget Tool.*
- *There are no discrepancies between the narrative and the budget.*
- *The budget consists only of allowable expenses.*