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Indiana Department of Education
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

REQUEST FOR PROPOSAL (RFP)

Program Name:	21st Century Community Learning Centers Program (21st CCLC)
Pass Through Entity:	Indiana Department of Education
Office:	Outreach and School Improvement
Federal Agency:	U.S. Department of Education
Federal Award I.D. #:	S287C150014
Fiscal Year of Award:	2015
CFDA:	84.287

Mail Applications to:

21st Century Community Learning Centers Program
Attention: DeVonne Richburg
Indiana Department of Education
South Tower - Suite 600
115 West Washington Street
Indianapolis, IN 46204

Release Date:	August 22, 2016
Intent to Apply Due Date:	September 23, 2016
Application Due Date:	October 19, 2016 - 4:30PM (EST)

To the Applicant:

Thank you for your interest in the 21st Century Community Learning Centers Program (21st CCLC). The primary purpose of the program is to award grants to public school districts, community-based organizations, public/private organizations, faith-based organizations or a consortium of these organizations, in order to provide opportunities for communities to establish or expand *community learning centers* that provide students, particularly students in high-poverty areas and those who attend low-performing schools, with academic enrichment opportunities to meet state and local student performance standards in core academic subjects such as reading and mathematics along with activities designed to complement the students' regular academic program.

The closing date of the grant competition is **Wednesday, October 19, 2016 at 4:30PM (EST)**. Applications must be received or postmarked by that date to be eligible for review. The Indiana Department of Education (IDOE) requires applicants to submit **an original, four hardcopies, and an electronic copy of the completed application. The electronic copy must be on a flash drive using MS Word** (12 point Times Roman font only). An expert panel will review applications based on the selection criteria contained in this package. We anticipate that awards will be announced in **December 2016.**

This application package contains all of the information, forms, and instructions necessary to apply for a grant under the 21st Century Community Learning Centers Program. **The Intent to Apply form can be found on page 4. Please submit this form no later than Friday, September 23, 2016.** Please review the enclosed materials and carefully follow the instructions for completing the grant application. We recommend a review of the application checklist and grant requirements (page 50) contained in this package to ensure that your submission is complete.

IDOE 21st CCLC will provide technical assistance to support organizations in proper grant submission with a web-based workshop scheduled for **Wednesday, September 21, 2016, 10 a.m. to 10:30 a.m. EST**. Additionally, an **evaluation process webinar and a fiscal process and risk assessment webinar are scheduled for Thursday, September 22 and Wednesday, September 28, 2016,** respectively**, at 10 a.m**. More information regarding the web-based workshops can be found at: http://www.doe.in.gov/21stcclc.

IDOE requires all applicants to consult extensively within their communities to ensure that parents, community organizations (public or private), faith-based organizations, colleges/universities, businesses, arts and cultural organizations and other youth development agencies can work in meaningful collaboration with schools in order to become a 21st Century Community Learning Center. IDOE requires 21st CCLC applicants to identify the research-

based curriculum in alignment with the Indiana Academic Standards that guide the proposed programming and activities.

Please plan to attend the technical assistance workshop webinars for writing the application and for the fiscal requirements of the grant if you need additional information concerning the program or the application process. Contact for the program is: DeVonne Richburg (email: 21CCLCprogram@doe.in.gov.

Intent to Apply for a Grant

Indiana 21st Century Community Learning Center Program
2016 Competition

Application Deadline: Wednesday, October 19, 2016 – 4:30PM (EST)

If you expect to apply for a grant in this competition please send this form to the following address no later than **Friday, September 23, 2016**:

DeVonne Richburg
21st Century Community Learning Center Program
Indiana Department of Education
South Tower - Suite 600
115 West Washington Street
Indianapolis, IN 46204

Submitting this form does not obligate you to apply, but does help IDOE prepare for the review process. This form is NOT required in order to submit an application. Any questions, please contact: 21CCLCprogram@doe.in.gov.

The organization I represent will be submitting an application:

Yes_____ Undecided at this time, but still considering it._____

Organization Name: _____

Contact Name: _____

City: _____

Phone: _____

Email: _____

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SECTION 1: GENERAL PROGRAM INFORMATION

1.1 PROGRAM NAME

21st Century Community Learning Centers Program (21st CCLC)

1.2 DEFINITION OF "COMMUNITY LEARNING CENTER"

A 'community learning center' is an entity within a local education agency, a community-based organization, public or private organization, or a consortium of such agencies and organizations which offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, during holidays or summer recess).

1.3 SPECIFIC FUNDING AUTHORITY

The Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287.

1.4 FUNDING PURPOSE/PRIORITIES

The purpose of the initiative is to establish 21st CCLC programs that provide economically disadvantaged students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program. The 21st CCLC program must also engage adult family members of actively participating students, through educational and personal development opportunities. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites, 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, that may include, but are not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs) service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, and others.

In accordance with federal guidance from the United States Department of Education (USDOE), the Indiana Department of Education (IDOE) encourages organizations to submit proposals, which establish a partnership of at least one public school district and one non-school entity. Applicants/participants can form a partnership or consortium to apply for the grant. In order to do so, the partnership or consortium must meet the following requirements:

- The partnership or consortium must designate one of the partners to serve as the applicant and fiscal agent for the grant. The applicant agency must be an **eligible grant recipient**. All other consortium members must be **eligible grant participants**, as defined by the program statute or regulation.

- As an eligible grant recipient, the applicant must receive, administer the grant funds and submit the required reports to account for the use of grant funds.

- As the fiscal agent, the applicant must require consortium partners to sign an agreement that specifically outlines all services each partner agrees to provide.

The specific purposes of the programming according to the law are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, meet the challenging State academic standards.

- 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, art, 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.

- Provide high-quality early learning enrichment for younger children designed to get them ready to succeed in school.

- Offer families of students served by the community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. (*Every Student Succeed Act*:, Section [4201(a)]

1.4.1 JOINT PROPOSALS

Proposals jointly submitted by (1) schools and (2) community-based organizations or other private or public entities will be given priority for funding. These community-based organizations can include other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school to work programs, faith based organizations, community colleges or universities), recreational, cultural, and other community service entities. Furthermore, IDOE recommends applications with partnerships between schools and community-based organizations experienced in providing before- and after-school services.

Community learning centers should support and reinforce what is happening during the school day, including integrating Indiana Academic Standards into out of school time programming content and curriculum. Community learning centers should work collaboratively with school staff in effort to better support students and achieve student outcomes.

Indiana Academic Standards information can be found at: http://www.doe.in.gov/standards.

By bringing together community organizations with public and private schools, children and families can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaboration can also ensure that the children attending a learning center benefit from the collective resources throughout the community.

1.5 ELIGIBLE APPLICANTS

- Any public or private organization is eligible to apply. Examples of these agencies and organizations include but are not limited to:
    - School Districts/Charter Schools
    - Schools (through an LEA or community-based organization)
    - Educational Consortia
    - Non-profit agencies
    - City or County government agencies
    - Education Service Centers
    - Faith-based organizations
    - Institutions of higher education
    - For profit organizations

- Organizations that have not preciously received grants from or provided contractual services on behalf of the State of Indiana will be required to verify their ability to administer complex grant programs before being considered for funding.
- Current 21st Century Community Learning Centers (21st CCLC) sub-grantees (cohort 7) are eligible to apply for funds. Additional funding may be requested only if the sub-grantee demonstrates an expansion of services to include additional schools (example: serving four schools instead of two schools) wherein the overall program will serve a greater number of students. However, the sub-grantee cannot apply to continue or expand present programs.
- 21st CCLC sub-grantees whose grants will expire at the end of this program year (cohort 6) can reapply in this competition.

The legislation requires applicants to demonstrate prior experience or promise of success in providing educational or related activities.

Applicants should be aware that new funds must be used only to supplement, not supplant, any Federal, state, or local dollars available to support activities allowable under the 21st CCLC program.

Applicants shall not propose to target student populations that are targeted by another existing 21st CCLC program.

Note: Individual public schools may not submit a proposal. Individual schools must apply through a Local Education Agency (LEA) or other eligible entities, and may be funded in only one application.

1.5.1 WHICH SCHOOLS IN INDIANA ARE ELIGIBLE UNDER 21ST CCLC?

In deciding whether to apply, applicants/partnerships should keep in mind the priority target for 21st Century Community Learning Centers funds. Every Student Succeed Act, Section 4203(a)(3) requires that a state education agency "…will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support; and will enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; including low income students and families.

Low income, in this competition, is defined as schools that have at least 40% of students participating in the Free and Reduced Lunch program. Eligibility is summarized as follows:

- **Schools eligible under Title I Section 1114 School wide program (must have at least a rate of 40% Free and Reduced Lunch program student participation)** http://www.doe.in.gov/sites/default/files/nutrition/october-2015-sy2016-free-and-reduced-school-and-corporation.pdf (list available at link provided)
- **Schools identified as Priority and Focus Schools** http://www.doe.in.gov/21stcclc
- **Non-Title I Schools are eligible if student participation in the Free and Reduced Lunch program is at least 40%.** In the absence of such data, eligibility can be justified by providing information such as the poverty levels of the students attending, the poverty levels of the parents of the students, unemployment rates, the percent of Limited English Proficient students, the number of single-parent families, the unemployment rate, drop-out rate, literacy rate and educational levels of the community.

- **Rural and Low-Income Applicants**
  An additional factor that will be considered in selecting an application for an award is rural and low-income status. To be considered under this provision, applicants must be both rural and low-income. LEAs that want to be considered as rural and low-income applicants must provide in-depth justification of their status as rural and low-income. Applicants must provide a clear and comprehensive discussion of factors used to determine their LEA's eligibility for consideration as rural and low income. Factors that may be included are isolation data, limited availability of resources, unemployment history, adult educational attainment, and poverty data. In addition to the supporting evidence indicating rural and low-income status, applicants should include information that outlines how the program will target children and families most in need of services because of isolation and low income factors.

Note: Authorized Source for Indiana Department of Education 2015-2016 data Students Eligible for Free or Reduced Lunch, by City, School Corporation or School is the following link: http://www.doe.in.gov/sites/default/files/nutrition/october-2015-sy2016-free-and-reduced-school-and-corporation.pdf

1.5.2 COMMUNITIES ALREADY IMPLEMENTING BEFORE & AFTERSCHOOL ACTIVITIES

Yes. 21st CCLC funds may be used to expand and enhance current activities provided in existing after-school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current after-school program. Again, grantees must bear in mind that 21st CCLC funds can be used only to supplement and not supplant any Federal or non-Federal funds used to support current programs.

1.5.3 PRIVATE SCHOOL STUDENTS

A private school is defined as a school supported by a private organization or individuals other than government. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must offer to provide equitable services to private school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-schools in the geographical area served by the center. Grantees must consult with private school officials during the design and development of the 21st CCLC Program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided for private school students must be secular, neutral, and non-ideological.

Note: An Equitable Participation of Private Schools form(s) must be completed by applicant. See Form #9 for details.

1.6 TOTAL FUNDING AMOUNT

Approximately $7 million will be available in this application period.

By law, an applicant may not request an amount less than $50,000 in any grant year. The IDOE will award only one grant per fiscal agent. A fiscal agent can submit more than one grant request for consideration but only one award will be made per fiscal agent. The first grant year is 14 months with 12 month grant year periods to follow. The following table provides details regarding maximum annual amounts. Grantees should note that funding for elementary school sites is dependent on the number of students served 60 or more days per school year. Funding for middle and high school sites is contingent on the number of students served 45 or more days per school year. Programs supporting both elementary and middle/high school sites should reference the table below and select the funding range most appropriate for the total number of students projected to be served at the respective grade levels. For example, if a program proposes to serve 100 elementary students at two sites for 60 or more days and 40 middle school students at one site for 45 or more days, the appropriate funding level would be $400,000. This was determined by: (1) selecting the appropriate funding range for the projected number of elementary students (100 students = $250,000); then (2) selecting the appropriate funding range for the projected number of middle/high school students (40 students = $150,000); then (3) adding the two amounts together ($250,000 + $150,000 = $400,000). Please note that the total grant request for year one and year two cannot exceed $400,000.

Funding limits, based on the total number of students served across all program sites:

Number of elementary school students attending 60 days or more during each school year	Number of middle and/or high school students 45 or days or more during each school year	Maximum Request for Year 1 and 2
20 – 30	30 – 49	$150,000
31 – 50	50 – 74	$200,000
51 – 70	75 – 100	$225,000
71 – 100	101 – 150	$250,000
101 – 130	151 – 200	$300,000
131+	201+	$350,000

To the extent practicable, IDOE will distribute funds equitably among geographic areas within Indiana, including urban and rural communities.

Funding levels during the grant period for new grantees and previously funded grantees are anticipated as follows.

- The first two years (i.e., FYs 2017, 2018) will be level funded at the initial award amount for all grantees.
- The third year (i.e., FY 2019) will be funded at 95% of the initial award amount for new grantees and 90% of the initial award amount for previously funded grantees.
- The fourth year (i.e., FY 2020) will be funded at 90% of the initial award amount for new grantees and 85% of the initial award amount for previously funded grantees.

1.7 GRANT PROGRAM TIME PERIOD

Grant Term: 4 years

Grant funding is contingent upon the national allocation by the Specific Funding Authority, satisfactory performance by the sub-grantees as evaluated by the program office of the Indiana Department of Education, and compliance with all grant requirements. Programs are renewed from year to year and no continuation application is necessary unless required by the IDOE.

The program periods are:

Year 1: April 1, 2017 – May 31, 2018 (14 months)
Year 2: June 1, 2018 – May 31, 2019 (12 months)
Year 3: June 1, 2019 – May 31, 2020 (12 months)
Year 4: June 1, 2020 – May 31, 2021 (12 months)

SECTION 2: APPLICATION INFORMATION

2.1 APPLICATION TIMELINE

1. Applications must be postmarked or hand-delivered no later than 4:30 p.m. on Wednesday, October 19, 2016 to the Indiana Department of Education.
2. Grant awards will be finalized and announced in December 2016.
3. The first grant year begins April 1, 2017 and ends May 31, 2018.
4. Services may begin as early as June 1, 2017. Exceptions can be made if a mutual agreement exists between grantee and IDOE. It is recommended that first-time grantees do not offer programming in summer 2017, but commence service in the fall of 2017.

2.2 GRANT AWARD AND NOTIFICATION

All awards are subject to availability of Federal funds. Grant applications are subject to negotiation with the Indiana Department of Education, and final awards may be lower than proposed. Grant awards are not final until approved by the Indiana Department of Education and an award letter/contract is received from the Indiana Department of Education.

2.3 SELECTION OF GRANT AWARDS

The 21st Century Community Learning Center Grant is highly competitive. IDOE staff does not review the applications. Per USDOE requirements, the Department will hire outside reviewers with knowledge and experience in the out-of-school time, elementary and secondary education, and higher education fields who will work in teams of three (3) to review all applications. Every effort will be made to select reviewers that represent local education agencies, community-based organizations, and faith-based organizations from different regions of the state. Readers will be required to remove themselves from the evaluation of any application for which they have a perceived or real conflict of interest.

2.4 PROTEST PROCESS

Anyone seeking to protest a 21st CCLC grant award decision must submit a written letter of protest within five (5) business days after the date of an award recommendation letter. The protest letter must include grounds for relief and why the applicant believes IDOE failed to correctly apply the standards for reviewing the applications as specified in the RFP.

IDOE 21st CCLC will acknowledge receipt of the protest letter within five (5) business days and respond to the letter within ten (10) business days of acknowledgement of receiving the letter.

Letters of protest should be addressed to:

21st Century Community Learning Centers
Protest Letter
Indiana Department of Education
South Tower – Suite 600
115 West Washington Street
Indianapolis, IN 46204

Additionally, a final letter of appeal may be made to the Secretary of the U.S. Department of education.

2.5 TECHNICAL ASSISTANCE WORKSHOPS FOR GRANT APPLICATION

A technical assistance workshop will be performed through a webinar (web based) and has been scheduled for **September 21, 2016**, from **10 a.m. to 11:30 a.m. EST**. Two additional technical assistance workshops regarding program evaluation and fiscal matters are scheduled for **September 22, 2016** and **September 28, 2016,** respectively, from **10 a.m. to 11:30 a.m. EST**. Please see the IDOE 21st CCLC website (http://www.doe.in.gov/21stcclc) for additional information.

SECTION 3: PROGRAM REQUIREMENTS AND GUIDANCE

3.1 PROGRAM ACTIVITIES AUTHORIZED UNDER THE LAW

Under *Every Student Succeed Act* Section 4205(a) each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including before- and after-school, school holidays, or summer recess) that advance student academic achievement. Research demonstrates that effective 21st CCLC programs have students participating on a regular basis, not drop-in, and operate at least three (3) hours a day for at least four (4) days a week.

According to U.S. Department of Education Guidance, below is the recommended list of activities that programs can offer:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Literacy/Writing/Grammar activities
- Mathematics and Science education activities
- Arts and Music education activities
- Career and Technology education programs
- Entrepreneurial education programs
- Internship or Apprenticeship programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Homework Assistance/Support
- Programs that provide extended learning activities for limited English proficient students that emphasize language skills and academic achievement
- Expanded library service hours
- 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, counseling, and character education programs
- Service Learning
- Pre AP and/or AP course enrichment
- Credit recovery classes
- Global Literacy

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students' academic achievement. However, programs are open only to those adults who are members of the families of participating children. The application must also include a preliminary plan for continuation of the center after Federal funding ends.

3.1.1 ARE SERVICES FOR PRE-KINDERGARTEN CHILDREN ALLOWABLE?

Yes. Although "students" are designated in statute as the intended beneficiaries of the program, IDOE believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school.

3.2 STAFFING REQUIREMENTS

IDOE's minimum staffing requirements and the duties and responsibilities of each position are listed below. Agencies must ensure that all 21st CCLC program staff has sufficient time to perform these duties at a minimum. Applicants have some flexibility in the establishment of their staffing patterns. However, IDOE will review the management plan, including staffing and salaries based on what is necessary and reasonable to implement the project and adhere to program requirements. IDOE reserves the right to require changes based on this review.

Program Director (Required)

The Program Director will be mainly responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the IDOE under the grant agreement in a timely manner. Additional duties include:

- Ensure implementation of approved application (monitor program/budget appropriately)
- Complete necessary reports and submit to state
- Develop attendance policy, calendar of activities
- Supervise site coordinators, administrative staff, and program volunteers
- Conduct program orientation for staff, parents, students, volunteers, and key program staff
- Develop and maintain health and emergency plans/files
- Attend mandated program directors' meetings and required professional development trainings
- Ensure compliance with evaluation requirements, data entry into state data collection systems.

(Agencies have the discretion to amend the title of the program director to suit its program structure).

Site Coordinator (Required)
This position is required for each site. The Site Coordinator will be responsible for the daily operation, coordination and delivery of services at their respective program sites. If an agency has only one site the program may opt to hire a site coordinator to assist the director in the administration and oversight of the program. Responsibilities include:

- Ensure staff and students are assigned classrooms and have signed-in
- Oversee drop-off and pick up of students
- Coordination and distribution of daily snacks
- Ensure activities are delivered as intended
- Ensure field trip activities are completed as scheduled and ensure that emergency contacts are accessible
- Communicating with school-day teachers regarding specific student needs

Advisory Council (Required)
IDOE encourages 21st Century Learning Centers to regularly convene an advisory council that includes representation from diverse stakeholders including but not limited to school administrators, school teachers, youth, parents, community partners and businesses. The advisory council should provide strategic support and resources that help a 21st Century Community Learning Center develop a meaningful grant request, engage community partners, align and support school efforts, and improve and expand its services to children and youth.

3.3 PROFESSIONAL DEVELOPMENT TRAINING

IDOE 21st CCLC considers professional development for all grantee staff key to program quality and improvement. Therefore, IDOE 21st CCLC grantees may use up to two and one-half (2.5) percent of their yearly award for professional development.

The 21st CCLC Program Director, Site Coordinator(s), and direct front line staff are required to attend two (2) annual trainings and occasional regional trainings provided by the Indiana Department of Education. Grantees are limited to one (1) national out-of-school learning or education conference annually. With the exception of the USDOE Summer Institute, grantees must rotate national conference attendance each year. Grantees may select other trainings in subject matters which relate to program need and interests.

1. Fall Training in Indianapolis – Fall 2017
2. Spring Training in Indianapolis – Spring 2018
3. Regional Trainings – Multistate and Statewide) -TBA

4. At least one USDOE Summer Institute within a four year grant period.
5. Grantee Orientation
    a. All newly-funded 21st CCLC grantees must attend orientation training (provided for all new program directors and coordinators) in May 2017.
6. 21st CCLC Professional Development Academy
    a. Awarded grantees will have the opportunity to select training courses from the 21st CCLC Professional Development Academy. Some of the courses will be mandatory for all grantees.

IDOE 21st CCLC reserves the right to change the percentage of funds used for professional development and the requirements for any grantee including highly effective programs or programs struggling/having difficulty with attendance, STPMs goals, quality, etc. per the IDOE 21st CCLC initiative evaluation requirements. Required professional development for certain programs may be determined by IDOE based on monitoring results and risk assessment. More information will be provided once the grant is awarded.

In addition, professional development courses are offered in a variety of subjects including STEM, Literacy, Family Engagement, Leadership, College and Career Readiness. The courses are offered face-to-face, and various online platforms for all staff members. Professional development frontline staff will be announced. A menu of opportunities will be available in November 2016.

3.3.1 OUT-OF-SCHOOL TIME STATE AND NATIONAL CONFERENCES

A listing of organizations with out-of-school time state and national conferences can be found in Appendix F.

3.4 HOURS AND DAYS OF OPERATION

Each elementary site in the application is required to be open for a minimum of four days per week, for 12 hours per week of services to students. (Services to adult family members do not contribute to the 12 hour minimum.) Middle School programs are required to operate at least 10 hours per week and High School programs are required to operate at least 8 hours per week. Sites are required to provide services to students on 130 days (minimum) per school year. Services to students are those services where most of the enrolled students are able to participate. Program days and hours may be offered as follows:

- Before school (at least one hour per day, ends just before school begins)
- Afterschool (at least two hours per day, begins when school dismisses)
- Both before and after school (at least one hour before and two hours after)
- Non-school weekdays during the typical school year and Saturdays (at least 4 hours per day)

- Middle School/High School program hours can be adjusted accordingly; based on the five requirements above.
- Summer programs must provide services for at least four (4) hours per day for four (4) days per week, with a minimum of four (4) weeks or as many as eight (8) weeks.

Note: 21st CCLC funds may not be used to support a sole summer program only without strong evidence of continued services throughout the academic year.

3.5 COORDINATION OF SERVICES

The 21st CCLC serves as a supplementary program to enhance efforts and improve student academic achievement and help students perform well on local and state assessments. In particular, 21st CCLC funds will create and expand afterschool programs that offer extended learning opportunities for children and their families. Once these programs have been established with 21st CCLC funds, other Federal, state, or local funds can also be used to provide activities and services in these centers. An example of how 21st CCLC programs can operate in conjunction with other Federal programs to meet mutual goals follows:

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services, such as tutoring and academic enrichment, for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for "Afterschool Snacks," and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (TANF) (administered in Indiana by the Family and Social Services Administration) can be combined with 21st CCLC programs to serve children outside of the regular school day.

In no case, however, may 21st CCLC funds be used to supplant other Federal activities.

3.6 COORDINATION WITH THE REGULAR SCHOOL DAY

The statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer. The program may offer services to students during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days.

However, activities targeting pre-kindergarten children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

ESEA Flexibility Waiver 21st CCLC Option

In 2012, Indiana was one of several states granted a waiver from certain portions of ESEA requirements. Within its waiver application, IDOE indicated it would like the option to provide more flexible usage of the 21st CCLC funds (*ESEA 4201(b)(1)(A) and 4204(b)(2)(A)*). Under the approved waiver, IDOE may permit an eligible entity to use 21st CCLC program funding to provide activities that support high-quality *expanded* learning time during an expanded school day, week or year in addition to activities during non-school hours or periods when school is not in session. For the purpose of the waiver, expanded learning time is defined as the time that an LEA or school extends its normal school day, week or year to provide additional instruction or educational programs to students beyond state-mandated requirements (*ESEA Flexibility, Frequently Asked Questions, Addendum #3, February 10, 2012, http://www.ed.gov/esea/flexibility*). In order to use 21st CCLC funds is this manner, applicants must clearly outline the planned schedule and programming to be offered under this option, and still will be required to meet all other 21st CCLC requirements including the supplement, not supplant rule.

3.6.1 SCHOOL IMPROVEMENT PLANS

A 21st CCLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children meet state and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas. Evidence of a building principal's intent to be involved in the afterschool program typically strengthens the program and the proposal.

3.7 TRANSPORTATION

All applicants must assure that they have a student transportation plan ensuring that all students eligible and/or interested in the 21st CCLC program are able to attend and participate. Transportation and access to the building site cannot be a barrier for students participating in the 21st CCLC after-school program. Your plan should indicate the options you will provide students to ensure access and transportation. Some options include school buses (e.g., working with the sports programs late buses), car pools, parent pick-up agreements, public transportation, etc. Requiring parents to provide transportation as a condition of student participation is not acceptable.

3.8 EVALUATION, DATA REPORTING, AND MONITORING

As a 21st CCLC grantee, the program is required to participate in Evaluation, Data Reporting, and Monitoring procedures as set by IDOE. Additional information about these procedures can be found below.

3.8.1 PROGRAM EVALUATION

IDOE 21st CCLC publishes a yearly statewide evaluation of the program based on the grantees required annual local evaluation reports. This requirement holds grantees to the IDOE high standards of program quality and improvement. Grantees must use up to six (6) percent of the funding award (minus indirect costs) for local program evaluation throughout the four (4) year grant period.

Evaluation plans must include at least one site visit per year to each site, though two (2) per year is highly encouraged.

Note: In order for grantees serving more than five (5) program sites to evaluate all of the programs within the budget constraints, visits to a selection of sites per year would be sufficient. However, at least half of all the sites must be visited each year, and all sites should be visited at least twice during the four (4) year grant funding period. The selection of sites should be based on a risk assessment. Accordingly, evaluation of multiple sites in each year should be prioritized by need rather than random selection.

Local Evaluator Guidance

A local evaluator is an important partner, and a vital resource in both sustaining and improving a 21st CCLC program. The role of the evaluator is not to judge the program a success or failure, but rather to provide information and expertise that can be used to aid in your decision-making to support program improvement. An evaluator should be willing to work closely with the program to monitor and improve program delivery, gauge and understand the outcomes of activities, and make recommendations to sustain continual program improvement. In addition, the evaluator should be able to assist in developing the skills and knowledge base of staff, and help communicate improvement efforts to staff and stakeholders.

Where to find an evaluator:

- Other local agencies, especially agencies implementing similar programs or doing similar work to a 21st CCLC program. Many public agencies employ evaluators, and may be able to make a recommendation.
- Faculty at local colleges and universities, particularly from the social sciences, sometimes provide evaluation services, and their knowledge of research methods and expertise in their field may be a good fit for a 21st CCLC program.

- Professional associations. The American Evaluation Association (http://www.eval.org) and the Indiana Evaluation Association (http://www.indianaevaluation.org) are resources to locate a qualified evaluator.

Note: IDOE does not recommend evaluators.

What to look for in an evaluator:

- Master's degree or Ph.D. in Public Administration, Social Work, Business, Nonprofit Management, or related field. Expertise relevant to the content of out of school learning and youth development work is also helpful.
- Previous knowledge or experience working with nonprofit organizations or government agencies, and a thorough understanding of general nonprofit administration or management of government agencies or programs.
- Knowledge of evaluation and research principles including data collection, survey construction, and research design.
- Strong analytical skills; and knowledge of statistical methods and the interpretation of statistical results.
- Demonstrated ability to write clearly, creatively, and persuasively.
- As an active collaborator, the evaluator should be someone who possesses an understanding of the challenges of the work in the program.

3.8.2 FEDERAL DATA COLLECTION AND REPORTING REQUIREMENTS

GRANT LEVEL INFORMATION:

- Program Objectives: Grantee contact information (e.g., project director contact information, organization type of grantee)
- Community Partners and Subcontractors: Activity Status during the Reporting Period
- Community Partners and Subcontractors Active during the Reporting Period: Contribution Type
- Community Partners and Subcontractors Active during the Reporting Period: Estimated Monetary Value of Contribution/Subcontract
- 21st CCLC Centers Associated With This Grant That Were Active During the Reporting Period

CENTER-LEVEL INFORMATION:

- Characteristics of center (hours, weeks, and number of days open per week, staffing, activities by category and subject area, and intensity of service provision and participation)
- Characteristics of feeder schools to center

- Center participation-including total numbers served and numbers of regular attendees (45 days and 60 days during the school year and 80% of scheduled days for summer programs).
- Aggregated student characteristics (racial, free/reduced, ethnic, gender makeup; special services or program and grade levels served)

STUDENT ACHIEVEMENT:

- Grades (math and reading/English/language arts); number of attendees whose grades have increased, decreased, or remained the same from fall to spring (This pertains to all students)
- Performance on State & Local Assessment Proficiency Test (math and reading/language arts): number of attendees who performed at basic, proficient, and advanced levels (This pertains to all students)

TEACHER SURVEYS: (survey format is provided)

- Scaled survey (ranging from significant improvement to some improvement to slight improvement to no improvement, or not applicable) to be administered to teachers of regular attendees (30 days or more only) on behaviors such as improvement of homework completion and quality, class participation, other volunteering opportunities, class attendance, attentiveness, behavior, academic performance, readiness to learn, and ability to get along with other students.

3.8.3 REQUIRED REPORTS

21st CCLC grantees will be required to utilize the data collection system provided by IDOE. Information required by the IDOE and the U.S. Department of Education regarding student attendance, program activities, achievements, and other data will be collected and entered in this system. Data will be entered regularly as required by IDOE and finalized per semester. The IDOE system is web-based and requires grantees to have a secure, high-speed internet connection.

21st CCLC grantees will also be required to complete the Indiana Quality Program Self-Assessment (IN-QPSA) annually. The IN-QPSA is a collaborative project of the Indiana Afterschool Network, Indiana Department of Education and experts in the education, business and youth development fields. The IN-QPSA is an online self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards.

Annual reporting to the U.S. Department of Education for all 21st CCLC programs will be submitted by IDOE from information provided by grantees and entered in the data collection system.

At the completion of each grant year, each 21st CCLC program will be required to demonstrate evidence of successful program implementation through submission of the following reports to IDOE: Financial Reports and a Local Evaluation Report. Requirements for these reports will be provided by IDOE.

3.8.4 GRANT MONITORING

The IDOE will monitor grants by reviewing and approving budget worksheets prior to each phase. The IDOE & State Evaluator will also conduct monitoring visits to grantees during the grant project period. Prior to these monitoring visits, the grantee may be required to submit additional relevant information that will allow IDOE to conduct a useful, efficient, and effective visit. Monitoring schedule will be determined by a risk assessment, as developed by IDOE.

3.9 PRINCIPLES OF EFFECTIVENESS

The 21st Century Community Learning Centers program is based on sound principles of effectiveness that will guide local grantees to identify and implement programs and activities that can directly enhance student academic achievement. According to Every Student Succeed Act *Every Student Succeed Act*, [4205(b)] programs must be based on the following principles:

- An assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the school and communities;
- An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- If appropriate, be based upon evidenced-based research that the program or activity will help students meet the challenging state and local student academic standards. (IDOE has provided a list of researched based curriculum for 21st Century Learning Centers to consider utilizing.)

According to the U.S. Department of Education publication "Working for Children and Families: Safe and Smart II-After-School Programs", there are nine characteristics present in high-quality afterschool programs. In the program section, the Indiana Department of Education will be looking for these quality components:

- Goal Setting, Strong Management, and Sustainability;
- Quality Afterschool Staffing;
- High Academic Standards;
- Attention to Safety, Health, and Nutrition Issues;
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups;
- Strong Involvement of Families;
- Enriching Learning Opportunities;
- Linkages Between School-Day and Afterschool Personnel; and

- Evaluation of Program Progress and Effectiveness.

Link: http://www.ed.gov/offices/OESE/archives/pubs/parents/SafeSmart/

PLAGIARISM

If you plan to utilize a professional grant writer, it is not appropriate to use boiler plate language that does not pertain specifically to this grant and to your program. Each grant submission should be tailored to the needs of the students and the school district that will be served.

SECTION 4: FISCAL AND ADMINISTRATIVE REQUIREMENTS

4.1 FISCAL ELIGIBILITY

A program and grant participants may be found eligible to receive 21st CCLC grant award based on peer review result. However, the same program may be disqualified from eligibility to receive the grant award if their fiscal agent does not pass established risk assessment and is not eligible to be a grant recipient.

4.2 AUTHORIZED REPRESENTATIVE VERIFICATION

If the organization applying for a grant (Fiscal Agent) is not a school corporation or a charter school, the authorized representative for the organization will sign off on the application. Submit a copy of the document (e.g., minutes of the meeting of the organization's board) showing the resolution that the person has been elected authorized representative for the organization. This document should be attached to the application as part of the Appendix.

4.3 ALLOWABLE EXPENSES

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance. Allowable expenses include:

- Personnel
- Fringe Benefits
- Travel within guidance
- Transportation costs for students
- Equipment
- Supplies
- Contractual support including but not limited to data collection and local program evaluation
- Indirect costs within guidance
- Professional development training

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
- Recreational activities
- Telecommunications and technology education programs
- Expanded library service hours
- 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, counseling, and character education programs
- Field trips with academic support

4.3.1 ALLOWABLE EXPENSES WITH PRE-APPROVAL BY IDOE:

- Promotional or Marketing Items (e.g., Flags, banners)
- Clothing
- Purchase of equipment, such as computers, laptops, DVD players, projectors, printers, scanners, fax machines, telephones, cell phones, televisions, digital cameras, or similar items
- Staff events that include retreats, lock-ins, or other events of a similar nature
- Out of state or overnight field trips with approved academic support.

4.4 UNALLOWABLE EXPENSES

21st CCLC grant funds **may not** be used for the following:

- Entertainment: field trip without approved academic support
- Preparation of the Proposal
- Pre-Award Costs
- Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Furniture
- Capital Improvements, Permanent Renovations

- Refreshments/Snacks
- Supplanting federal, state or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds)
- Direct charges for items/services that the indirect cost rate covers
- Membership dues to organizations, federations, or societies

4.5 DIMINUTION OF FUNDS

Indiana 21st CCLC funds will be awarded annually on a conditional basis. Funds will be provided in full during the first two years of the grant. However, full funding for years three and four will be contingent upon the program's ability to serve the number of program attendees for the number of days during the school year proposed in the application. Specifically, funds **may** be diminished in years three and four based on the following formula:

- Programs that serve the projected numbers elementary school students for 60 or more days and the projected number of middle/high school students for 45 or more days in BOTH of the first two years of the grant will continue to receive full funding during the final two years of the grant within the parameters established above for years 3 and 4.
- Programs that serve the projected numbers of students for the specified number of days in only ONE of the first two years of the grant will receive 85% of the full funding amount during the final two years of the grant.
- Programs that serve the projected numbers of students for the specified number of days in NEITHER of the first two years of the grant will receive 75% of the full funding amount during the final two years of the grant.

The proposed budget included in the application is not required to reflect the above diminution of funds. IDOE will make necessary adjustments following the two year period. Determination of the number of regular attending students served by each program will be based on program attendance data entered in the IDOE data collection system. Programs are also required to maintain hard copies of attendance records, as audits may be performed by IDOE and the Indiana State Board of Accounts.

4.6 MATCHING REQUIREMENT

Indiana does not require matching funding. However, one of the goals of this program is to continue activities beneficial to students and their families after the four year project period is over. The proposal should be structured in such a fashion that it becomes self-sustaining. The proposal should clearly demonstrate how the program will become self-sustaining both within and beyond the four years**. Funded programs will not be permitted to reduce the quantity or quality of services, the number of children or the length of operation to account for the reduced funding in years three and four if applicable.**

4.7 APPLICABLE CIVIL RIGHTS LAWS

Civil rights laws apply to recipients of Federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975. Section 9534 of the Elementary and Secondary Education Act (ESEA) in effect provides that nothing in that Act disturbs the application of these laws. By the same token, the Act does not alter the applicability of other non-discrimination laws that are unrelated to the receipt of Federal funds (such as Title VII of the Civil Rights Act, which forbids employment discrimination on the basis of race, color, religion, sex, or national origin, but also contains certain exceptions).

4.8 CARRYOVER FUNDS

Although IDOE has received permission to allow grantees to carryover 100 percent of unused funds from year to year, IDOE has decided not to allow it, although the situation is reviewed from year to year. Grantees are encouraged to use the great majority of their funds in the year in which they are awarded and to contact IDOE grant administrators if there are significant problems which might prohibit substantial expenditure of available funds.

4.9 INDIRECT COSTS

Applicants may choose to include indirect costs in their budget proposal. According to EDGAR, 34 C.F.R. 76.563, a restricted indirect cost rate must be used with 21st CCLC as it is a program "with a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds." A school corporation may apply for a restricted indirect cost rate through the IDOE's Office of School Finance. Other applicants may apply to the U.S. Department of Education or use the 8% indirect cost rate cap, as provided in EDGAR.

Further information regarding Indirect Cost Rates, including the restricted formula and which costs are included, can be found in EDGAR at 34 C.F.R. 76.560-76.569.

4.10 MUST COMMUNITY LEARNING CENTERS PROVIDE SERVICES FREE OF CHARGE?

No, but programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding-scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund program activities specified in the grant application.

PROGRAM NARRATIVE REQUIREMENTS (Sections I-XII)

The applicant must respond in sequence and follow the same numbering system in the Program Narrative Section of the application. The Program Narrative Section is limited to 30 pages including Budget Narrative. All sections outlined below need to be addressed. The Abstract, Goals and Objectives table, Evidence of Previous Success, Budget Workbook, and Performance Measure Worksheets are in addition to the 30 page narrative limit.

I. PROJECT ABSTRACT (NO POINTS)

Provide a brief summary of the project. The abstract should not exceed (2) pages. An opportunity to fully describe items is provided in later sections of the application.

> **Guidance for applicants**: The abstract is brief and describes the students' needs, including the participants to be served, the activities proposed, the intended outcomes, and key people that will be involved in the project. If this application is for expansion of existing 21st CCLC programs with continued funding in 2017-2018, applicants MUST describe how additional funds will be used for new programming and will not replace current or past 21st CCLC funding.

II. COMPETITIVE PRIORITY POINTS (up to 10 POINTS)

Describe how the applicant meets the application priority as outlined on page 7 and describe the origin of the partnership between the school/school district receiving Title I funds and the community-based organizations or public or private organizations submitting the jointly proposed project.

> **Guidance for Applicants**:
> All students to be served by 21st CCLC must attend a school meeting the following minimum criteria. More information regarding school eligibility requirements may be found in Section 1.5.1.
> - **Schools eligible under Title I Section 1114 School wide program**
> - **Schools identified as Priority and Focus Schools**
> - **Non-Title I Schools are eligible if student participation in the Free and Reduced Lunch program is at least 40%**
> - **Rural and Low-Income Applicants**

Applicants are eligible for up to ten (10) priority points. Applicants may choose one (1) Organizational Priority Point and one (1) Programming Priority Point.

A. <u>Organization Priority Points</u>

Five (5) Points will be added to applications which meet the following criteria:

1. New applicant who has never received 21st CCLC funds.
2. Identified as a Rural and Low Income Applicant:
    a. For the purpose of this grant, communities with a population of less than 5,000 people are automatically qualified for the priority points. Applicants in communities with more than 5,000 but less than 15,000 people must provide supporting data, per section 1.5.1., to receive priority points.
3. Identified as a Priority or Focus School or a School demonstrating 90% free or reduced lunch student participation or greater poverty
4. Identified as a Priority or Focus School Corporation
5. Serving High School Participants
6. Serving Early Learning Participants (4 year olds)

B. <u>Programming Priority Points</u>

Points will be added to applications which provide hands-on programming, as demonstrated in the design and activity plan, in the following areas. Choose only one area of programming focus for five (5) points.

1. STEM (Science, Technology, Engineering and Math)
2. CCR (College and Career Readiness for high school programs)
3. Literacy
4. Family Engagement

Accountability of the chosen programming focus is as follows: Must be implemented throughout the four (4) year grant period for a minimum of three (3) hours per week; Must be listed in objectives and performance measures; Must receive Professional Development in content area including the two state required conference and two additional opportunities; Indiana Academic Standards; and Indiana Afterschool Network Specialty Standards must be utilized.

In addition to the aforementioned programming focus requirements, applicants who select:

- College and Career Readiness for high school participants must deliver programming which support students in developing knowledge, skills and experiences necessary for success in postsecondary education and economically viable career pathways; build strong community partnerships which allow students to participate in internships and apprenticeships; provide additional opportunities for creative and innovative academic enrichment that support students in all developmental areas including academic, social/emotional, civic engagement, wellness, etc.

- Family Engagement programming must include a minimum of five (5) family events per program year (parent courses do not count toward this requirement), a parent advisory council to meet quarterly, use of on-going engagement strategies (i.e.: home visits, interviews, surveys, newsletters, social media), and partial family involvement curriculum (see resource page for examples).
- Early Learning for four year olds must establish a partnership with an elementary school, alignment of school day activities, and must be designed to prepare four year olds to be successful in school. Indiana's Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR) should be utilized. For more information on ISTAR-KR, visit the IDOE website at www.doe.in.gov/assessment/kindergarten-readiness-assessment

Failure to meet the programming priority point's accountability requirements will result in reduction of funding above the diminutions already mentioned in this request for proposal.

III. NEED FOR PROJECT (5 POINTS)

A. Describe the need for the project and provide supporting data as evidence.

Guidance for Applicants: Needs aligned with the purposes of the 21st CCLC program are identified and based on data. Data analyzed must include student achievement data (e.g., state assessment scores, number of students below grade level, etc.), student demographic data (e.g., measures of poverty, student mobility, student ethnicity, etc.) and student behavioral data (e.g., attendance rates, dropout rates, discipline data, rates of juvenile crime, etc.) as applicable for each school to be served. Data demonstrates high need in both poverty level and academic achievement. On the form entitled "List of Schools to be Served by 21st CCLC" (Attachment B) list all schools to be served.

B. Describe the currently available out-of-school time programming for the students and their families in the targeted school areas and summarize service gaps to be addressed by the project.

C. Please chart how this grant will enhance or expand current after-school/21st CCLC programs available for students at the schools being served. Example of chart:

School name/Grade levels served	Current programs (services, time, days, # students)	Expansion/enhancement programs (New services, time, days, # students)

Guidance to Applicants: Current out-of-school time academic services available to students in targeted schools are clearly identified; currently available additional out-of-school time enrichment programs for students are clearly identified; currently available

services for the families of the students in the targeted schools are clearly identified. Service gaps to be addressed by the program are specifically identified in narrative/chart. Chart of services clearly demonstrates that this program is in addition to currently available services.

D. Describe how the needs and services were identified and how partners were involved in assessing the needs and services in the community.

Guidance to Applicants: The process of assessing needs and services is clearly articulated and describes who was involved. Partners were clearly involved in needs and services assessment. Parents and youth were involved in the needs and services assessment.

IV. PARTNERSHIPS/COLLABORATIONS (5 POINTS)

A. Describe how the project will collaborate with other agencies and how 21st CCLC funds will be used with other Federal (e.g., Title I, Child Nutrition, and Temporary Assistance for Needy Families), state, and local programs to achieve program goals. 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.

B. Describe the process used to identify partners and collaborators, how they were involved in the development of the application, and how each partner's contribution(s) will help meet the program's needs and goals. Complete the **Applicant and Partner Commitment Form-Attachment E** by identifying the specific name of each community partner who has agreed to provide services and/or activities as part of the proposed community learning center. A **Memorandum of Understanding** (MOU) should be executed by Applicant and partner detailing commitments and be made part of the Appendix. A Memorandum of Understanding should be utilized with partners who help identify and recruit children with academic needs and provide space, equipment, activities, curriculum, professional development, staffing, and/or volunteers.

Guidance to Applicants: 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 and Partner Commitment Form clearly shows how each contribution will help meet the program's needs and goals. Detailed Memorandum of Understanding executed by Applicant and partner and made part of the Appendix.

A MOU might include the following information:

1. A description of the collaboration regarding the planning and design of the program;

2. An assurance that the 21st CCLC program was developed together with the LEA, the building principals, and the teachers, and that the program will be carried out in collaboration with all parties;
3. A description of each partner's role in the delivery of services;
4. An explanation of how resources will be shared to carry out each partner's role;
5. An explanation of how each partner will have significant and ongoing involvement in the management and oversight of the program;
6. A description of how the students will be chosen for the program;
7. A clear description of the linkage between the school day and the 21st CCLC program; and
8. A description of how and when data, surveys, and information about the 21st CCLC will be collected, compiled, and shared over the term of the grant including the surveys of students, parents, and teachers; a comparison of students' grades for the first and fourth quarters; and the collection of state assessment scores.

V. PROGRAM DESIGN AND IMPLEMENTATION (30 Points)

This section describes how the proposed program will assist students in achieving the Indiana 21st CCLC Performance Goals and Indicators. One of the principles of effectiveness is that programs or activities must be based on an established set of performance measures. The Indiana 21st CCLC Program has set Performance Goals and Indicators to be measured in the statewide program.

See Appendix A of this RFP for Indiana's Performance Goals and Indicators. There should be a direct connection between the program and the state content standards and student academic achievement standards (Indiana Academic Standards). Additional Academic standards will be incorporated each school year and applicants are responsible for adhering to the anticipated timelines for implementation of these standards. Information on Indiana Academic Standards can be found at: http://www.doe.in.gov/achievement/standards.

A. Goals, Objectives, Performance Measures, Activities and Assessment. In the table below, list the Objectives, Activities, Performance Measures and Assessment Strategies for each proposed 21st CCLC Program Goal. Objectives, performance measures, and activities may differ for elementary, middle and high schools, if all are served under the same grant. Programs may choose to develop one table for the entire program or separate tables for specific program sites, if they serve students in different types of schools (e.g., elementary and middle/high schools). If more than one table is presented, each must include all required goals and comprehensively represent the design and implementation of the program site.

TABLE EXAMPLE (Format for table: 10-point font, single spaced)

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1 Increase reading comprehension achievement among regular participants 1.2 Increase mathematics achievement among regular participants	1.a) Tutoring-specific reading comprehension activities 1. b) Academic enrichment learning activities	1.1) 60% of regular participants will pass the reading section of the xxx assessment. 1.2) 60% of regular participants will earn a "B" or better in math by spring semester	1.1. Pre- and post-tests in reading program. 1.2 Report card grades

Note: All performance measures are measured for regularly attending participants (RAPs) - 60 days for elementary school and 45 days for middle and high school.

The applicant must list the following three goals for programs that serve school-age children *(Improve Academic Achievement, Improve Student Behavior, Increase Family Involvement)*, but can include others. If one or more program site serves four year olds, the following goal (accompanied by objectives, program activities, performance measures, and assessment strategies) must be included: *Support Early Learning and Kindergarten Readiness.* Programs requesting competitive priority points for STEM and/or Literacy activities MUST also include goals, objectives, and performance measures related to these areas of program activity. All goals should be broad, realistic and consistent with the needs assessment data. (Goals must be numbered: "1," "2," "3," "4"). Each goal should have at least two objectives. The performance measures that fall under each objective must be measurable, specific and challenging, yet achievable.

Applicants must utilize research-based curriculum to guide their program content and activities. Refer to list of recommended research based curriculum in **Appendix G – RESEARCHED BASED CURRICULA.** Applicants may utilize a curriculum that is not included in the list below if it is research-based and professional development is available to support its use. If applicant chooses a curriculum that is not included in the list in Appendix G, applicant must provide evidence that the curriculum is research-based.

Note: Because of the focus on continuous assessment of performance measures, ISTEP+ is not appropriate as the only source of information. A combination of other measures of continuous academic progress such as report card grades, teacher surveys, local-level assessments, etc. are required.

Guidance to applicants: Activities must be comprehensive and likely to result in achievement of objectives. Performance measures should be clearly measurable and realistic, and should include the required math and reading measures described in Section VII. Assessment strategies should include both individual student data (e.g. reading grades, math grades, test scores, teacher surveys, etc.) and program-wide data (e.g. staff training, etc.)

B. Evidence of Previous Success *(included in Appendix A)*: In accordance with Title IV, Part B (Sect. 4204(b) (2) (J)), the applicant must provide evidence of previous success in operating out-of-school programs targeting the youth populations to be served by the proposed grant. Evidence of previous success MUST include the following: (1) successful student recruitment and retention efforts; and (2) successful attainment of academic outcomes for student participants. Applicants that have provided 21st CCLC programming previously are required to present the following evidence of success: (1) Rates of 30+ and 60+ attendance for the most recent three years of 21st CCLC programming; and (2) ISTEP+ scores of multiple-year attendees, Indiana Growth Model data, or local assessment performance [e.g., DIBELS, NWEA] that demonstrate increased academic performance.

If the applicant has not operated out-of-school programs in the past, the applicant must describe specific strategies that will be used to (1) recruit students and encourage high rates of regular program attendance, and (2) ensure students receive academic support needed to demonstrate improved academic achievement.

Guidance to Applicants: The applicant should succinctly describe the source of data used (e.g., attendance records maintained in IDOE's 21st CCLC Data Collection system; fall and spring NWEA scores, student grades, etc.) and how the data demonstrate program success. Presentation of data in tables and/or charts is highly encouraged. If the applicant has not operated out-of-school programs in the past, descriptions of specific strategies for student retention and academic assistance must be provided, including the ways in which the program plans to identify and meet students' individual needs.

C. Design Requirements: Applicants must address the following Design Requirements (Narrative)

1. **Students with Disabilities:** See Appendix B of this RFP – Requirements of GEPA**.**

2. **Title I Schools, Non-Title I Schools, Targeted Students and Their Families:** 21st CCLC services can be provided to at-risk students (grades K-12) attending schools eligible for Title I school-wide programs, or living within the district-defined service area of such schools. 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. In addition to students, sub-grantees are required to serve adult family members of those students who are actively participating in the regular 21st CCLC program. The Federal Government specifically prohibits the use of 21st CCLC funds to serve adults who are not affiliated with a fully participating 21st CCLC. This design requirement must:

a. Provide a list of Title I and Non-Title I eligible schools to be served by the 21st CCLC program (complete Form entitled List of Schools to be Served by 21st CCLC, Attachment B)
b. describe the criteria and processes for recruiting targeted students and their families to be served from the selected school(s)
c. Provide justification for the eligibility of non-Title I school(s) if it does not meet the Free and Reduced Lunch rate participation of at least 40%. Provide data on poverty levels of students attending, poverty level of parents of the student, the percent rate of Limited Proficient students, the number of single-parent families, the unemployment rate, drop-out rate, literacy rate and educational levels of the community.

3. **Dissemination of Information:** The 21st CCLC programs must disseminate understandable and accessible information about the program including a description of the services, the program location, and how to access the program.

4. **Communication with Schools:** Describe the plan of communication between the 21st CCLC, the schools that students regularly attend, and/or the regular-day teachers (if the 21st CCLC is located at the students' school). Specifically, indicate how the following will be addressed:
   a. Equitably serving non-public school students and their families, if those students are within the target population of your 21st CCLC program
   b. Accessing necessary student academic records to monitor objectives and providing statewide evaluation data. In order to ensure the confidentiality of student records yet ensure that applicants other than the LEA (i.e., school corporation, charter school) have access to student achievement data, the LEA is responsible for gathering the achievement data and securing parental permission. If the applicant is not an LEA, **a Memorandum of Understanding (MOU), signed by the authorized representative of the public/private organization and the school corporation Superintendent, or the Charter School Administrator, must be submitted with this application and the data gathering provision mentioned above must be included among the other commitments made by the LEA to the**

program. The Memorandum can be attached as an Appendix to the grant application.

c. Sharing information on student progress in the 21st CCLC program with both
d. Regular-day school staff
e. Families of participating students
f. Alignment of in school and out-of-school time efforts to support student success

5. **Programs that promote Parental Involvement, Family Literacy, and Related Family Educational Attainment:**
Effective family engagement is not a one-time program or the choice of a good school, but rather a set of day-to-day practices, attitudes, beliefs and interactions that support learning at home, at school, afterschool, and during the summer. To ensure that the students of today are ready for the careers of tomorrow, families, schools, and community groups need to work together to promote engagement that is systemic, sustained, and integrated into school improvement efforts (National Parent Information and Resource Center – "*Transforming Schools Through Family School and Community Engagement"* April 29, 2010 webinar).

Describe how centers will promote parental involvement, family literacy, and related family educational attainment activities. The plan must (1) be comprehensive and achievable, (2) include an evaluation of the community needs and available resources for the community learning center, and (3) describe the activities that will address those needs (including the needs of working families). Activities might include family literacy initiatives, GED courses or workshops that help prepare parents to support their child's academic achievement. The total hours and days of family services cannot exceed the hours and days of the student activities. Note that ONLY adult family members of actively participating students are eligible for services under the 21st CCLC grant.

6. **USDA Approved snacks for 21st CCLC Children:** Applicants are encouraged to provide snacks and/or meals to all participating students. Meals and/or snacks must be approved by the US Department of Agriculture (USDA) http://www.doe.in.gov/nutrition/summer-food-service-program and the IDOE Office of School and Community Nutrition (http://www.doe.in.gov/nutrition). Applicants must clearly indicate how snack/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. Meal/snack are as follows:
    a. only before school (daily, nutritious breakfast)
    b. only afterschool (daily, nutritious snack)

c. both before and after school (daily nutritious breakfast and snack)
d. non-school days (daily nutritious breakfast, lunch and/or snack, dependent on hours of operation)

7. **Weekly Schedule:** The applicant must provide a tentative weekly schedule of activities proposed for the participating students and their families. Applicants must comply with the required minimum operation as indicated in this Request for Proposal (12 hours per week, 4 days per week). *Middle School programs are required to operate at least 10 hours per week. High School programs are required to operate at least 8 hours per week.* The weekly schedule must be provided for EACH center/site in the grant application and a separate schedule must be provided for summer or extended-break operation (e.g., spring break).

   In the following chart, enter the number of hours that programming will be provided for each of the constituent groups during each of the specified times.

Hours and Weeks of 21st CCLC Program Operation for Students and Families				
School Year – Hours per day				
	Week day Before school	Week day After school	Weekend Days	Evening
Hours with Students				
Hours with Family members				
Number of days per week				
Number of weeks				
Total Program Hours				

Summer – Hours per day			
	Weekday	Weekend Days	Evening
Hours with Students			
Hours with Family members			
Number of days per week			
Number of weeks			
Total Program Hours			

8. **Scientifically Based Research:** Scientifically based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. The applicant must align proposed programs and curricula with specific scientifically based research studies that provide evidence

that the proposed activities or programs will help students meet state and local student academic achievement standards. (See included list of recommended research based curricula to guide programming and activities.)

9. **21st CCLC Learning Center:** All applicants should refer to themselves as a 21st Century Community Learning Center and use the 21st CCLC logo on all program materials. Include a plan describing how new terminology and logos will be incorporated into your program.

VI. PROFESSIONAL DEVELOPMENT (5 POINTS)

Programs are required to select a research-based curriculum that includes professional development to guide their program activities. Describe the strategies that will be used to provide professional development to program staff throughout all years of the program. Possible strategies include, but are not limited to, the following:

- Off-Site Workshops and/or Conferences
- Formal On-Site Workshops or In-Services
- Professional Development Opportunities Embedded within Afterschool Staff Meetings
- Supplemental Activities for Formal Professional Development Training
- First Aid Training

Professional development in the following areas is encouraged:

- STEM
- Literacy
- Parental engagement and educational attainment
- Connecting in school and out of school time
- Supporting student-centered growth and learning/positive youth development

Include a description of how the professional development needs of various staff members will be assessed and addressed. In addition, explain how professional development activities will serve to enhance program quality and help the program reach its goals and objectives. Reimbursement rates will not exceed the state reimbursement guidelines. See the State and IDOE Travel Policy on the 21st CCLC webpage at http://www.doe.in.gov/21stcclc to determine appropriate travel expenses.

For Year 1, please complete the following table that details the professional development activities you expect to provide, who will provide them, the program objectives (from Section V) to which these activities relate, and the outcomes you expect to achieve for program staff. You may add as many rows as necessary to the table.

Professional Development Activities – Year 1			
Professional Development Activity	Provider of Activity	Relevant Program Objective	Expected Staff Outcomes

VII. EVALUATION (20 POINTS)

A. Evaluation Plan. Submit a strong evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should be consistent with the *Program Design and Implementation* features proposed in Section V – Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table. Proposals should identify the individual and/or organization that have agreed to serve as the evaluator for the project and describe their relevant qualifications. The description of the evaluation design should include the type of data to be collected, when the data will be collected, and what instruments will used for data collection.

B. Annual Reporting. At the end of each year of the project, the external local program evaluator of the project is required to prepare and submit to the IDOE 21st CCLC program a detailed report that includes the following information: (1) evidence of program quality (using Indiana's After School Standards and Indiana Academic Standards); (2) student attendance trends; and (3) progress towards each of the stated performance measures included in the Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table in section V. At the end of the program's fourth year, this report must include aggregated data across all four years of the grant. Describe the timeline for these reports and how data was collected and analyzed.

C. Use of Results for Program Improvement. Describe the process for using evaluation data to refine, improve and strengthen the program and include how 21st CCLC program staff, school/district staff, partners and parents/youth are involved. Describe how this effort will align with Indiana's After School Standards and incorporate the use of available instruments and resources.

D. Required Data from Schools. For state evaluation and federal reporting purposes, IDOE 21st CCLC will require submission of student information such as grades, ISTEP+ test scores, credits earned (high school students only), and a teacher survey completed by the student's class teacher. Describe how this information will be collected, citing specific strategies for improving teacher survey response rates and ensuring comprehensive and timely data collection for all students.

E. Early Learning Programs. Programs serving four year old children (or children who are not yet in Kindergarten) are required to measure and report progress towards the acquisition of Kindergarten Readiness skills. Programs are required to use the Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR), which is aligned to the Indiana Standards for Kindergarten in the areas of English/Language Arts and Mathematics, and includes three (3) functional areas: physical, personal care, and social-emotional skills. 21st CCLC programs that do not already use ISTAR-KR will receive support and resources from IDOE to support the use of this tool for evaluation purposed. Relevant goals, objectives, activities, and performance measures should be included in the program design table and the evaluation plan for all programs proposing to serve four year old children (or children who are not yet in Kindergarten).

F. Required Performance Measures. Programs are required to include a subset of academic and attendance performance measures in their evaluation plan. These measures should be included in Section V – Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table. The relevance of these measures and strategies for their measurement should be described in this section.

Note: All performance measures are measured for regularly attending participants (RAPs)- 60 days for elementary and 45 days for middle and high school.

1. **ELEMENTARY & MIDDLE SCHOOL PROGRAM SITES.** The following performance measures MUST be included (with customized targets for Year One of the grant) in the Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table described in Section V *(Program Design and Implementation).* Targets should be based on past performance, school-wide data, and/or achievement data of student subgroups targeted by the program.

Required 21st CCLC Elementary School & Middle School Performance Measures

*SELECT & CUSTOMIZE THE FOLLOWING MEASURES FOR GRANT YEAR **ONE**.*
English/Language Arts & Math Performance
1. Spring proficiency rates on the English/Language Arts portion of [local assessment] will increase from fall proficiency rates by XX% in Year X of the program. 2. Spring proficiency rates on the math portion of [local assessment] will increase from fall proficiency rates by XX% in Year X of the program.

Program Attendance
1. [Number] elementary school students will attend the after school program at least 60 days or more during the school year during Year X of the program. 2. [Number] middle school students will attend the after school program at least 45 days or more during the school year during Year X of the program.

2. **HIGH SCHOOL PROGRAM SITES.** A number of the following performance measures must be included (with customized targets for each year of the grant) in the Goals, Measurable Objectives, Program Activities, Performance Measures, and Assessment Table described in section V *(Program Design and Implementation).*

21st CCLC High School Program Performance Measures
(Refer to table headings to determine optional versus required measures)

PROGRESS MEASURES *SELECT & CUSTOMIZE AT LEAST **TWO** OF THE FOLLOWING MEASURES (or more) FOR EACH YEAR OF THE GRANT CYCLE.*
1. **XX%** of regular program participants will earn a minimum of **X credits** during the 2017-2018 school year. 2. **XX%** of regular program participants will earn a minimum of **X credits** in Core 40 subject areas during the 2017-2018 school year. 3. **XX%** of regular program participants who are enrolled in a math course during the school year will earn a minimum of **X credits** in math during the 2017-2018 school year. 4. **XX%** of regular program participants who are enrolled in an ELA course during the school year will earn a minimum of **X credits** in ELA during the 2017-2018 school year. **XX%** of regular program participants who failed at least one class in the past year will recover a minimum of **XX%** of credits missed in the past year by (1) taking additional credits beyond the current schedule as outlined in the student's "graduation plan"; or (2) enrolling in credit recovery during the 2017-2018 school year.
READINESS MEASURES *THE FOLLOWING MEASURES ARE OPTIONAL BUT MAY BE RELEVANT FOR THOSE REQUESTING PRIORITY POINTS FOR COLLEGE AND CAREER READINESS.*

1. **XX%** of regular program participants pursuing a college-prep track will earn a minimum of X on the PSAT (or SAT) during the school year. 2. **XX%** of regular program participants pursuing a college-prep track will earn a minimum composite score of X on the ACT during the school year. 3. **XX%** of regular program participants pursuing a college-prep track (and enrolling in at least one advanced placement course) will earn a minimum of 3 on an advanced placement exam at the end of the school year. 4. **XX%** of regular program participants pursuing a technical track will earn a score of at least **X** on the WorkKeys Assessment at the end of the school year.
GRADUATION MEASURES *SELECT AND CUSTOMIZE MEASURE #1 FOR EACH YEAR OF THE GRANT. CUSTOMIZE AND REPORT PROGRESS TOWARD MEASURE #2 FOR THE 4TH/FINAL YEAR OF THE GRANT.*
1. **(Collected in Years 1 - 4) XX%** of regular program participants in their fourth year of high school will graduate from high school within six months of their "grade-level cohort". 2. **(Collected in Year 4 only) XX%** of students who participate in the program regularly for at least two years will graduate from high school within six months of their "grade-level cohort".

3. Summer Program Performance Measures

The 21st Century Community Learning Center summer programs should strive to achieve the following goals:

- Extend effective after-school programs into summer
- Utilize evidence-based curricula
- Primarily and purposefully emphasize academic content, not recreation
- Provide an opportunity to retain previously active participants
- Provide an opportunity to recruit new participants, especially academically at-risk students
- Use programming models that encourage fun, hands-on activities, cultural competency through group projects, and bridging learning and the real world through student experience (enrichment), and project based learning.
- Strive to create vibrant, appropriately paced, and engaging environments

Summer programs must:

- Run at least four (4) days/week for at least four (4) weeks

- Operate full-day (at least 4 hours/day)
- Include academically oriented programming
- Include additional enrichment programming

Summer short-term performance measures

A proposal requesting summer program funding must include two (2) performance measures from both the Reach and Education/Cognitive domains from the table below. Two (2) additional performance measures must be included from at least one but no more than two additional domains. A total of 6 – 8 performance measures will be included. Summer regularly attending participants (RAPs) are those students who attend 80% or more of scheduled summer days.

If the proposed summer programming does not fit within these additional domains, provide a brief description of the programming, a brief explanation of why this programming is needed in the community, and two (2) performance measures by which the success of the program will be measured.

Note: ATOD means Alcohol, Tobacco and Other Drugs

Summer Program Performance Measures

DOMAIN		
Reach	*Education/Cognitive*	*Youth Development*
Serve X participants for Y number of days. X% of RAPs will be new participants. X% of RAPs will be at-risk participants. X% RAPs will be returning participants from spring semester.	X% of RAPs will maintain or improve their grade-level performance in Math from spring to fall. X% of RAPs will maintain or improve their grade-level performance in English/Language Arts from spring to fall. X% of RAPs who were below Math grade-level in spring will be at grade-level or above by fall.	X% of RAPs will exhibit the attributes of character development by the close of summer programming. X% of RAPS will exhibit the characteristics of age-appropriate social and emotional development by the end of summer programming. X% of RAPs will have no programmatic disciplinary actions in the summer.

	X% of RAPs who were below Math grade-level in spring will be at grade-level or above by fall.	X% of RAPs will have planned and execute, with staff supervision, at least one volunteer activity in the summer.
DOMAIN		
Career/Life Skills	*Health*	*Parent Engagement*
X% of RAPs will have used an age appropriate online career exploration tool. X% of RAPs will plan and execute, within a group, the construction of an object with their families or with other participants. X% of RAPs will make a short presentation on their career "interests" or their construction project.	X% of RAPs will be able to plan a healthy meal for 1 day. X% of RAPs will improve their Body Mass Index by the close of the program. By the close of summer, X% of RAPs will perceive risks in ATOD use. By the close of summer, X% of RAPs will dissociate from ATOD users. By the close of summer, X% of RAPs will perceive social sanctions accompanying ATOD use. By the close of summer, X% of RAPs will perceive family sanctions accompanying ATOD use.	X% of parents of RAPs will participate in at least 1 program activity with their children in summer. X% of parents of RAPs will work at home with their children on a program related project or activity. X% of parents of RAPs will have had at least 1 age-appropriate conversation about ATOD use with their children by the close of summer. X% of parents of RAPs will have had at least 1 age-appropriate conversation about careers with their children by the close of summer.
DOMAIN		
STEM		
X% of RAPs will demonstrate an increased	X% of RAPs will demonstrate an increased	X% of RAPs will demonstrate an increased ability to exercise STEM-

interest in STEM-related careers. X% of RAPs will demonstrate increased curiosity about STEM topics, concepts and practices.	ability to engage in STEM processes of investigation. X% of RAPs will demonstrate an increased awareness of STEM professions	relevant life and career skills.

High school summer programs

Summer programming for high school students is locally unique, and as such centers seeking to run summer programming for high school students are not required to select from the standardized domains for summer performance measures. Instead, those centers should include in their applications a brief description of your high school summer program, a brief explanation of why this programming is needed in your community, and two (2) performance measures relevant to each content area (e.g., college/career readiness, STEM, credit recovery) included in their summer program.

VIII. SUPPORT FOR STRATEGIC PRIORITIES (5 POINTS)

Describe how the proposed project will address the Indiana Academic Standards, including English/Language Arts and Math achievement. Information on Indiana Academic Standards and Indiana Afterschool Standards. The standards can be found at: http://www.doe.in.gov/achievement/standards and http://www.indianaafterschool.org/quality/.

1. Describe how the proposed project is tied to the (specific) school improvement plan.

Guidance to Applicants: Explain how the proposed project aligns with the school plans for improving student achievement.

IX. SUSTAINABILITY PLAN (5 Points)

A four (4) year sustainability is required. A sustainability plan must specify how the program will accomplish sustainability after the grant period has concluded and/or should USDOE or IDOE reduce funding. Include a description of current public/private partnerships, the plans to expand these partnerships, and the plans to develop public/private partnerships.

Guidance to Applicants: The sustainability plan will use effective realistic means to maintain funding and continue the program. The applicant will provide evidence of understanding the commitment of sufficient in-kind/matching funds in years 3 and 4 to

continue the original level of service to the original number of students proposed to be served.

X. SAFETY AND TRANSPORTATION (5 POINTS)

Describe (a) how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification) and during off-site activities (if applicable), (b) how personnel hired to work at the center will meet the minimum requirements set forth by the district or agency and that the personnel will have all required and current licenses and certifications where applicable, and (c) how a safe facility will be maintained through use of Indiana Afterschool Network Top Ten standards on Safety, Health and Nutrition Standard 19 a & c.

Describe the location(s) of the 21st CCLC program, its activities, and how students in the program will travel safely to and from the center and home. Programs located in facilities other than school buildings must demonstrate that the program will be at least as available and accessible as if the program were located in a school building. Programs should include a Memorandum of Understanding related to facility including classrooms, cafeteria, gymnasium, computer labs and audio visual equipment, etc. Describe how the program will meet the schedule and transportation needs of working families.

XI. BUDGET (5 POINTS)

The 21st CCLC Budget Workbook contains a Grant Budget Summary, a Budget Form, and a Details page. The entire Budget Workbook must be submitted as each of the pages is required.

A. Budget Form: This document, also known as the Budget Narrative, is where applicants will describe their projected expenditure of funds. A breakdown of each line item with specific item detail is required on this form.

Guidance to Applicants: Expenditures are clearly and specifically described and support proposed activities. List each subcontractor, if applicable, indicate what services will be offered and the cost allocated for such services. The costs must be reasonable in relation to anticipated results and number of students and families served. The expenditures described in the budget narrative must **match** the expenditures on the Budget Summary. Evaluation costs should be described and reasonable. Staffing costs must be reasonable for activities proposed. 21st CCLC program's meals and/or snacks are coordinated with Indiana Child Nutrition Programs.

B. Details: Primarily the purpose of this document is to describe how the line item costs are reasonable in relation to the number of persons to be served and to the anticipated results. This section should also include a description of what resources/money will be used to ensure that evaluation can occur. This document may be used to provide a further breakdown of expenditures.

C. **Grant Budget Summary:** This document will automatically populate based on fields from the Budget Form. Each line item's total will transfer to the same line item on the Grant Budget Summary form. It is up to the applicant to check the Budget Form and the Grant Budget Summary documents for accuracy.

   Guidance to Applicants: The Budget Workbook must match the totals of expenditures on the Budget Narrative Form.

<u>In addition to submitting a one year budget narrative/summary, the applicant must also complete a four (4) year budget summary.</u>

Note: It is strongly suggested that the partners involved in the grant application consult while preparing the budget and budget summary.

The budget should include the following:

- **Local Evaluation:**
  - Up to 6% of the grant award per year may be designated for local program evaluation costs.
  - Local program evaluators need to be available for onsite meetings with the grantee and for onsite visits at grantee centers.
  - See Section 3.8 for Local Evaluation requirements
- **Data Collection Fee:** The IDOE expects this fee to be approximately $800.00 per year per grantee site for the 2017-2018 program year. The applicant may budget for more as the fee will be unknown until after the RFP process.
- **Professional Development:** The applicant should include all professional development requirements found in Section 3.3.
- **In-Kind Donations:** The applicant should not include this item in the Year 1 Budget; list any in-kind donations in a separately attached document.
- **Indirect Costs:** The applicant may decide to include Indirect Costs in their budget. Only an approved <u>restricted</u> indirect cost rate may be used for this grant. For further guidance please see section 4.9 (Page 28) of this application and/or 34 CFR 76.560.
- **Travel Policy:** The IDOE follows the State of Indiana Travel Policy, which also applies to this grant. The applicant's budget for travel expenditures must reflect the State Travel Policy. The applicant must use local travel policies if they are stricter than the State Travel Policy. Further guidance can be found at http://www.doe.in.gov/21stcclc.

<u>Fiscal Requirements</u>

- The 21st CCLC grant is must follow the fiscal requirements found in EDGAR and the Uniform Grant Guidance.

- Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: detailed accounting ledgers, invoices with check numbers verifying payment, and/or bank statements; all of which must be available upon request.
- Once awarded, the applicant must identify the fiscal contact for the grant. Even if the fiscal contact serves another role in the grant (i.e. Program Director), they must be identified to IDOE.
- As a grantee the applicant would be required to submit at least one (1) reimbursement request per quarter. Grantees may submit multiple reimbursement requests per month but they must submit at least one (1) per quarter. The exact dates for each quarter's reimbursement request will be released with the 2017-2018 program year calendar. Failure to submit required, quarterly reimbursements can effect monitoring schedule and required support.
- Program Directors and Fiscal Contacts for each grant will be required to attend periodic fiscal webinars.

XII. GRANT PROPOSAL ADMINISTRATION (5 POINTS)

Grant is organized and follows RFP directions; all materials requested are provided and in order.

SUMMARY OF APPLICATION POINTS

I.	Project Abstract	(no points)
II.	Competitive Priority Points (up to)	10 points
III.	Need for Project	5 points
IV.	Partnerships/Collaboration	5 points
V.	Program Design and Implementation	30 points
VI.	Professional Development Plan	5 points
VII.	Evaluation Plan	20 points
VIII.	Support for Strategic Priorities	5 points
IX.	Sustainability Plan	5 points
X.	Safety and Transportation	5 points
XI.	Budget	5 points
XII.	Grant Administration	5 points
Total Points		**100 points**

Reminder: To ensure that the application submitted to the Indiana Department of Education is complete, print page 50 – APPLICATION CHECKLIST AND GRANT REQUIREMENTS and check each item to make sure required documents are submitted.

APPLICATION CHECKLIST AND GRANT REQUIREMENTS

A completed application must contain the following sections, in the order provided below. Copies of all forms are provided in this document.

Number	Page Name		Signed by
1	Cover Page	Form 1 – Attachment A	Authorized Representative
2	List of Schools to be served by 21st CCLC	Form 2 – Attachment B	
3	List of 21st CCLC Program Center/Sites	Form 3 – Attachment C	
4	Population Served Checklist	Form 4 – Attachment D	
5	Applicant and Partner Commitment Form	Form 5 – Attachment E	Authorized Representative and Partners
6	Timeline of Activities for Year 1	Form 6 – Attachment F	
7	Budget Summary Form	Form 7 – Attachment G	
8	Equitable Participation - Private Schools	Form 8 – Attachment H	Authorized Representative
9	Assurances	Form 9 – Attachment I	Authorized Representative
10	Program Narrative – the main part of the application.	See Program Narrative Requirements on Page 20. Sections I – XI	
11	Appendix – See note below *	Applicant's attachments	

Appendix - Applicant's attachments are limited to the following:

a) **Memorandum of Understanding.** This document(s) should be included in the Appendix to clearly document the role and contribution of each member partner.
b) **Evidence of previous success.** Include no more than three pages of data to demonstrate the following areas of past program success: (1) successful student recruitment and retention efforts (including rates of regular attendance); and (2) successful attainment of academic outcomes for student participants (supported by assessment scores and/or grades).
c) **Equitable Access and Participation.** Under the provisions (Section 427) of the U.S. Department of Education's General Education Provisions Act (GEPA), every applicant, except LEAs that have filed such a description with our agency in the past, is required to include in its application a description of the steps the applicant proposes to ensure equitable access to, and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs. Detailed instructions about how an applicant may comply with these requirements are provided in Appendix B.
d) Copy of the Minutes of the Meeting of the Organization's Board or a document that confirms that the named Authorized Representative has been elected by its Board to sign for the organization.

THE ELECTRONIC COPY ON FLASH DRIVE, AN ORIGINAL AND FOUR COPIES OF THE COMPLETED APPLICATION MUST BE HAND-DELIVERED (WITH IDOE TIME AND DATE STAMP) OR MAILED TO THE INDIANA DEPARTMENT OF EDUCATION and POSTMARKED NO LATER THAN 4:30 P.M. (EST), October 19, 2016.
(NO EXCEPTIONS will be made)

Required Application Format:

- **Typed**
- **1-inch margins**
- **Double-spaced**
- **Times Roman font**
- **12-point font**
- **Tables must be single-spaced with 10-point fonts**
  Pages must be numbered and contain headers per page identifying applicant

- ✓ **Electronic copy on flash drive, original and four copies of application must be signed.**
- ✓ **Application should contain all sections and follow the sequence listed in APPLICATION CHECKLIST AND GRANT REQUIREMENTS (Page 50).**
- ✓ **Do not attach any additional supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc.**
- ✓ **Do not use spiral binding or binders.**
- ✓ **Do not staple.**
- ✓ **Faxed, hand-delivered (without IDOE date stamp), late or incomplete applications will be neither accepted nor reviewed.**

Mail application packets to:

DeVonne Richburg
Indiana Department of Education
South Tower - Suite 600
115 West Washington Street
Indianapolis, IN 46204

For questions related to this 21st Century Community Learning Centers grant application, email 21CCLCprogram@doe.in.gov.

Form 1 – Cover Page: 2016 Sub-grant Application – Attachment A

Applicant Information		Contact Person	
Name of Applicant: (name of fiscal agent)		**Name:**	
		Title:	
Address:		**Agency Name:**	
		Email:	
		Phone:	
		Fax:	
If LEA (school corporation, charter school):	**County:** _____ **Corp #**_____ **School #** _____ **School #** _____ **School #** _____		**Program Director of 21st CCLC**
		Name:	
		Email:	
		Phone: **Fax:**	
Did you use a professional grant writer to complete this application? YES or NO		If yes, please provide Name of Grant Writer:	

Funding Information:

Funds Requested:
Year 1 _____
Year 2 _____
Year 3 _____
Year 4 _____
Total _____

DO NOT WRITE BELOW – FOR IDOE USE ONLY:
Funds Approved:
Yr. 1 _____
Yr. 2 _____
Yr. 3_____
Yr. 4_____

TOTAL _____

Authorized Representative Information:
Type Name of Representative:

_____

Title:_____

Tel # _____ Fax # _____

Email: _____

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency/agencies named in this application and in the partnership commitment form have authorized me as their representative to file this application.
Signature of Authorized Representative (if school corporation, must be signed by the Superintendent, if charter school, by the charter school administrator)

_____

Date signed_____

Form 2 – List of Schools to be served by 21st CCLC – Attachment B

Applicant Name:		Contact Name:	
Organization:		Phone: Fax:	
Address:		Email:	

Name of School to be Served by 21st CCLC (including School # and School Corporation)	Has this school been served before under a previous 21st CCLC grant?	% Free and Reduced Lunch	% Limited English Proficient Students	Estimated # of Students that will attend the program at least 45 days or 60 days to be served Per School Year					Focus or Priority School (indicate "F/P" if yes)	Estimated number of Students with Disabilities to be served
					Y1	Y2	Y3	Y4		
	YES			45						
	NO			60						
	YES			45						
	NO			60						
	YES			45						
	NO			60						
	YES			45						
	NO			60						
	YES			45						
	NO			60						
	YES			45						
	NO			60						

Note: If more space is needed, please include this chart on a separate piece of paper

Form 3 – List of 21stCCLC Program Centers/Sites – Attachment C

Applicant Name:		Contact Name:	
Organization:		Phone: Fax:	
Address:		Email:	

Name of Community Learning Center/Site (e.g. Franklin High School, Boys & Girls Club)	Location (Street Address)	City

Note: If more space is needed, please include this chart on a separate piece of paper

Form 4 – Population Served Checklist – Attachment D

Applicant Name:		Contact Name:	
Organization:		Phone: Fax:	
Address:		Email:	

Populations Served (check all that apply):

- ❑ Pre-School
- ❑ Elementary School
- ❑ Middle School
- ❑ High School
- ❑ Adult

Services: (check all that apply):

- ❑ Reading or Literacy
- ❑ Mathematics
- ❑ Science
- ❑ Arts and Music
- ❑ Tutoring or Mentoring
- ❑ LEP (limited English Proficient) Services
- ❑ Pre AP and/or AP Course Development
- ❑ Service Learning
- ❑ STEM (Science, Technology, Engineering & Math)
- ❑ Recreational
- ❑ Telecommunication and Technology education
- ❑ Library Services
- ❑ Services for Adults
- ❑ Youth Development
- ❑ Drug and Violence Prevention
- ❑ Character Education
- ❑ Global Literacy
- ❑ College & Career Readiness

Operating Hours: (check all that apply):

- ❑ After-school
- ❑ Intercession
  - ❑ Fall Break
  - ❑ Spring Break
- ❑ Weekend
- □ Summer
- □ Before-School

Form 5 – Applicant and Partner Commitment Form – Attachment E

Partners signing below agree to abide by the Assurances (Form 10 on Page 66).
Detailed information regarding partnerships should be included in MOU.

	Description of Commitment
Applicant Signature	
Print Name	
Organization	
Address	
Phone Number: **Fax: Number** **Email**	
All Partners in the 21st Century Community Learning Center need to be listed here. **Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.**	
Partner Signature	**__In Kind __Contract; _____ Est. Value- in Kind Service**
Print Name	
Organization	
Address	
Phone Number: **Fax Number:** **Email**	
Partner Signature	**__In Kind __Contract; _____ Est. Value- in Kind Service**
Print Name	
Organization	
Address	
Phone Number: **Fax Number:** **Email**	
(copy form if needed)	

Form 6 – Timeline of Activities for Year 1 of the Grant – Attachment F

Applicant Name:		Contact Name:	
Organization		Phone: Fax:	
Address:		Email:	

Date	Activity	Description
Program Start Date		
Summer 2017		
Fall 2017		
Spring 2018		
Program End Date		
Note: A minimum of 130 days are required for a 21st CCLC program.		

Form 7 – 4 Year Budget Form – Attachment G

The Four-Year Budget is attached here: 4 Year Budget Form . A sample is included below. The sample and blank form are also available at http://www.doe.in.gov/21stcclc.

21st Century Community Learning Centers

Four Year Budget Request Summary

Federal Agency: U.S. Department of Education -- **Pass-Through Entity:** Indiana Department of Education
CFDA: 84.287 -- **Federal Award I.D. #** S287C150014 -- **Fiscal Year of Award** 2015
Project Year: 2017-2018 -- **Cohort: 8, Year: 1**

Applicant Name _____
Applicant Federal ID Number _____
Grantee DUNS# _____

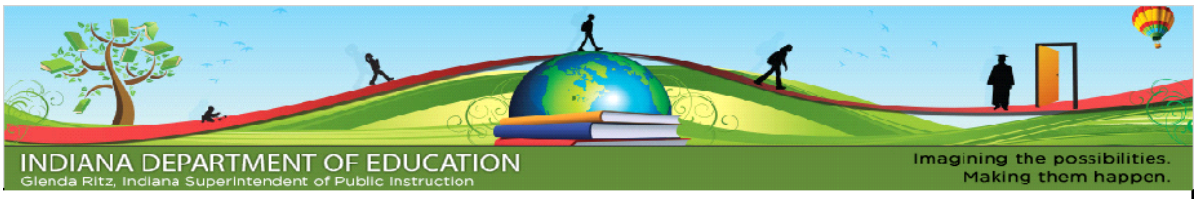
Amount Requested: **Year 1** _____ **Year 2** _____
Year 3 _____ **Year 4** _____

Total: _____

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Personnel					$ -
Fringe Benefits					$ -
Travel					$ -
Transportation					$ -
Equipment					$ -
Supplies					$ -
Contractual					$ -
Professional Development & Training					$ -
Other					$ -
Total Direct Costs	$ -	$ -	$ -	$ -	$ -
Indirect Costs					$ -
Contractual (Not included in ICR)					$ -
Total	$ -	$ -	$ -	$ -	$ -

SAMPLE 4 Year Budget Form

The sample is attached here: SAMPLE 4 Year Budget Form and is also available at http://www.doe.in.gov/21stcclc.



21st Century Community Learning Centers
Four Year Budget Request Summary

Federal Agency: U.S. Department of Education -- **Pass-Through Entity:** Indiana Department of Education
CFDA: 84.287 -- **Federal Award I.D.** #S287C150014 -- **Fiscal Year of Award** 2015
Project Year: 2017-2018 -- **Cohort: 8, Year: 1**

Applicant Name	SAMPLE ORGANIZATION
Applicant Federal ID Number	########
Grantee DUNS#	##-###-####

Amount Requested:				
	Year 1	$ 200,000	**Year 2**	$ 200,000
	Year 3	$ 180,000	**Year 4**	$ 170,000
		Total:	$ 750,000	

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Personnel	$ 104,097	$ 104,097	$ 93,687	$ 88,482	$ 390,364
Fringe Benefits	$ 24,072	$ 24,072	$ 21,665	$ 20,461	$ 90,270
Travel	$ 1,416	$ 1,416	$ 1,274	$ 1,204	$ 5,310
Transportation	$ 12,938	$ 12,938	$ 11,644	$ 10,997	$ 48,518
Equipment	$ 500	$ 500	$ 450	$ 425	$ 1,875
Supplies	$ 2,545	$ 2,545	$ 2,291	$ 2,163	$ 9,544
Contractual	$ 44,050	$ 44,050	$ 39,645	$ 37,443	$ 165,188
Professional Development & Training	$ 2,240	$ 2,240	$ 2,016	$ 1,904	$ 8,400
Other	$ 375	$ 375	$ 338	$ 319	$ 1,406
Total Direct Costs	$ 192,233	$ 192,233	$ 173,010	$ 163,398	$ 720,874
Indirect Costs	$ 5,767	$ 5,767	$ 5,190	$ 4,902	$ 21,626
Contractual (Not included in ICR)	$ 2,000	$ 2,000	$ 1,800	$ 1,700	$ 7,500
Total	$ 200,000	$ 200,000	$ 180,000	$ 170,000	$ 750,000

Form 8 – 1 Year Budget Workbook – Attachment H

Instructions: The first tab is "Instructions," which will describe the workbook. The second tab is "Budget Summary," which will populate automatically; however, the applicant must double check the figures. The grantee information and indirect cost information sections must be completed by the applicant. The third tab is "Budget Form," which is where the applicant should complete budget narrative of exact expenditures. Enter the items and the sheet will compute all totals automatically. The fourth tab is "Details," which is where the applicant should explain how the expenses are reasonable. This tab is also for a more detailed explanation of expenses if the applicant sees the need. The Budget Workbook is attached here: 1 Year Budget Workbook . A sample of each tab is included below. The sample and blank Workbooks are also available at http://www.doe.in.gov/21stcclc.

Once the Budget Workbook is complete, the applicant will save the excel file to the flash drive. The applicant will also save the Workbook as a PDF in order to print it for the hardcopy application submission.

21st Century Community Learning Centers
Budget Request Summary

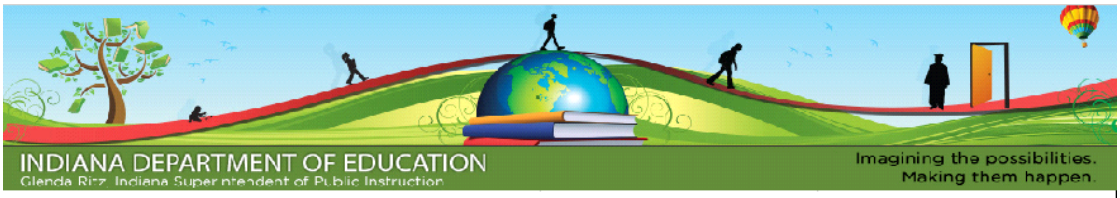
Federal Agency: U.S. Department of Education -- **Pass-Through Entity:** Indiana Department of Education
CFDA: 84.287 -- **Federal Award I.D. #** S287C150014 -- **Fiscal Year of Award** 2015
Project Year: 2017-2018 -- **Cohort: 8, Year: 1**
Applicant Name _____
Applicant Federal ID Number _____
Grantee DUNS# _____

Budget Categories	Project Year 1
Personnel	$ -
Fringe Benefits	$ -
Travel	$ -
Transportation	$ -
Equipment	$ -
Supplies	$ -
Contractual	$ -
Professional Development & Training	$ -
Other	$ -
Total Direct Costs	$ -
Indirect Costs	$ -
Contractual (Not included in ICR)	$ -
Total	$ -

Reimbursement will only be made for charges specificially permitted under the scope of funding and in accordance with Indiana State Law under the approved grant agreement.

If applicable to your grant -
***Indirect Cost Information *(To Be Completed by Your Business Office)*:**
If you are requesting reimbursement for indirect costs, please answer the following questions:
(1) Do you have an Indirect Cost Rate Agreement approved by IDOE Office of School Finance? __Yes _X_ No
(2) If yes, please provide the following information:
School Year Period Covered by the Indirect Cost Rate Agreement: From: / / To: / / (mm/dd/yyyy)
Approved rate ____%

SAMPLE 1 Year Budget Workbook



21st Century Community Learning Centers
Budget Request Summary

Federal Agency: U.S. Department of Education -- **Pass-Through Entity:** Indiana Department of Education
CFDA: 84.287 -- **Federal Award I.D. #** S287C150014 -- **Fiscal Year of Award** 2015
Project Year: 2017-2018 -- **Cohort: 8, Year: 1**

Applicant Name	**SAMPLE ORGANIZATION**
Applicant Federal ID Number	**#########**
Grantee DUNS#	**##-###-####**

Budget Categories	Project Year 1
Personnel	$ 104,097
Fringe Benefits	$ 24,072
Travel	$ 1,416
Transportation	$ 12,938
Equipment	$ 500
Supplies	$ 2,545
Contractual	$ 44,050
Professional Development & Training	$ 2,240
Other	$ 375
Total Direct Costs	$ 192,233
Indirect Costs	$ 5,767
Contractual (Not included in ICR)	$ 2,000
Total	$ 200,000

Reimbursement will only be made for charges specificially permitted under the scope of funding and in accordance with Indiana State Law under the approved grant agreement.

If applicable to your grant -
***Indirect Cost Information *(To Be Completed by Your Business Office)*:**
If you are requesting reimbursement for indirect costs, please answer the following questions:
(1) Do you have an Indirect Cost Rate Agreement approved by IDOE Office of School Finance? __Yes _X_ No
(2) If yes, please provide the following information:
School Year Period Covered by the Indirect Cost Rate Agreement: From: 6 / 1 /2017 To: 5/ 31 /2018
Approved rate __3__%

SAMPLE 1 Year Budget Form

Below is a portion of a sample budget form. The complete sample budget workbook may be accessed here SAMPLE 1 Year Budget Workbook or by visiting the 21st CLCC RFP section at http://www.doe.in.gov/21stcclc.

21st Century Community Learning Centers - Cohort 8, Year 1
Applicant Name: SAMPLE ORGANIZATION

Directions: Please enter each item to to be funded into the appropriate funding category. All components (Description, Cost Each, and Quantity) must be completed for the budget to be approved. Please use "Quantity Description if needed" as necessary to explain the cost items. The Subtotals and Total Budget will calculate automatically. Input all numbers rounded to the nearest dollar amount. Please provide budget detail on the tabs provided for the budget categories.

Object	Category	Activity Description	Cost Per Item	Quantity	Quantity Description if needed	Total
	Personnel	Program Director	$ 21.63	936	52wk, 18hr/wk	$ 20,246
		Site Coordinator	$ 16.85	2080	52wk, 40hr/wk	$ 35,048
		Instructors/Tutors	$ 13.00	2000	10 hrs/wk, 40 wk, 5 tutors	$ 26,000
		Youth Workers	$ 8.00	2450	34wk, 14hr/wk for 5 workers	$ 19,600
		Community Relations Manager (Part-time)	$ 20.02	160	8wk, 20hr/wk	$ 3,203
						$ -
					Subtotal	**$ 104,097**
	Fringe Benefis	FICA (full-time)	$ 55,293.68	7.65%	see details	$ 4,230
		FICA (part-time)	$ 48,803.20	7.65%	see details	$ 3,733
		Health insurance, etc (Full Time)	$ 55,293.68	0.17826		$ 9,857
		Health insurance, etc (Part Time)	$ 48,803.20	0.1281		$ 6,252
						$ -
					Subtotal	**$ 24,072**
	Travel	Fall 2017 - In state conference hotel - Indianapolis	$ 104.00	6	3 rooms, 2 nights	$ 624
		Fall 2017 - in state conference mileage	$ 0.38	645	miles	$ 245
		Fall 2017 - in state conference per diem	$ 13.00	3	3 dinners, 3 persons	$ 39
		Fall 2017 - in state conference parking	$ 13.00	4	2 cars, 2 days	$ 52
		mileage for site visits	$ 0.38	1200	miles	$ 456
						$ -
					Subtotal	**$ 1,416**
	Transportation	Student Transportation	$ 26.00	468	4 bus/day x 117 days	$ 12,168
		Field Trip Transportation - Indianapolis Children's Museum	$ 35.00	22	11 hrs. x 2 buses	$ 770
						$ -
					Subtotal	**$ 12,938**
	Equipment	iPad	$ 400.00	1		$ 400
		iPad case	$ 100.00	1		$ 100
						$ -
					Subtotal	**$ 500**
	Supplies	Program Supplies: pencils, pens, markers, calculators, copy paper, hand sanitizer, paper towels, first aid kits	$5.00	400	100 students/ 4 sites	$ 2,000
		STEM programming materials: rulers, straws, tape, stopwatches, tennis balls, flour, motors, pipes, and zip ties	$ 545.00	1		$ 545
						$ -
					Subtotal	**$ 2,545**

SAMPLE Budget Details and Justification

Below is a portion of a sample budget details page. The complete sample budget workbook may be accessed here SAMPLE 1 Year Budget Workbook or by visiting the 21st CLCC RFP section at http://www.doe.in.gov/21stcclc.

Object	Category	Activity Description	Cost Per Item	Quantity	Quantity Description if needed	Total
Line 6-7	Program Director & Site Coordinator	The director and coordinator are paid according the the SAMPLE ORGANIZATION's wage scale.				$ -
						$ -
						$ -
Line 15	FICA (full time)	Program Director	$20,245.68	0.0765	%	$ 1,549
		Site Coordinator	$35,048.00	0.0765	%	$ 2,681
		SAMPLE ORGANIZATION I pays the employer's share of Social Security and Medicare taxes based on 7.65% of payroll expenses and contributes to health insurance.				$ -
						$ -
						$ 4,230
Line 16	FICA (part time)	Youth Workers	$19,600.00	0.0765	%	$ 1,499
		Community Relations Manager (part time)	$3,208.00	0.0765	%	$ 245
		Instructors/Tutors	$26,000.00	0.0765	%	$ 1,989
						$ -
						$ 3,733
Line 23-27	Travel	Travel costs are associated with the current state travel policy.				$ -
						$ -
						$ -
Lines 32-33	Transportation	The request to support transporation for one year is based on the per trip cost for buses.				$ -
						$ -
					Subtotal	$ -
Lines 38-39	Equipment	The expenses for equipment were researched and these are the most cost efficient available.				$ -
						$ -
					Subtotal	$ -
Lines 44-45	Supplies	The proposal indudes supplies for four sites. The STEM supplies will be for one site. The amount of supplies are based on the target number of students, the rate at which they will be consumed, and the number of anticipated projects.				$ -
						$ -
					Subtotal	$ -

Form 9 – Equitable Participation of Private Schools – Attachment I

The equitable participation requirements in Subpart 1 of Part E of Title IX of the ESEA apply to the Title IV, Part B, 21st CCLC program. Private school participation requirements cannot be satisfied simply by inviting private schools to participate in programs and/or activities designed for public school students, teachers or other educational personnel. Consultation must occur before the State Education Agency (SEA) or grantee makes any decision that affects the opportunities of eligible private school children, families, teachers, and other educational personnel. Further each grantee must provide the SEA with a written affirmation signed by officials of each participating private school that such consultation has occurred.

School districts and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in public schools in areas, served by the districts and local entities. Expenditures for educational services and other benefits for private school children, families, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

The law requires the consultation to address:

- How children's needs will be identified.
- What services will be provided.
- How, where, and by whom services will be offered.
- How services will be assessed and how results of the assessment will be used to improve those services.
- The size and scope of the equitable services to be provided to the eligible public school children, families, teachers, and other educational personnel and the amount of funds available for those services.
- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of private school officials on the provision of contract services through potential third-party providers.

In addition to the above, IDOE 21st CCLC requires applicants to provide a list of private schools within a ten (10) mile radius of the program, meeting minutes including a list of attendees, titles and contact information, and a signed consultation form by as many private school officials offered the opportunity to participate.

If there are not any private schools within a ten (10) mile radius, please state this in the narrative.

Equitable Participation
Of
Private School Consultation Form

APPLICANT NAME met with PRIVATE SCHOOL NAME on MONTH/DATE/YEAR in consultation for participation in a 21st Century Community Learning Center initiative in CITY/COUNTY.

Meeting minutes are attached to this form.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title IX of the ESEA has occurred.

_____ Yes, we wish to participate.

_____ No, we do not wish to participate.

_____Yes, we wish to participate and request further consultation.

Name of Private School Administrator	Signature
Name of Private School Administrator	Signature
Name of Applicant Official	Signature
Name of Applicant Official	Signature

Form 10 – Assurances-Attachment J

21st Century Community Learning Centers Program
2017 - 2021 Sub-grant Application

ASSURANCES

The following assurances will remain in effect for the duration of the Subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Indiana State Board of Education and the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will have proper transportation for its participants;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the students attend and other community partners;
- The subgrant program will utilize a researched based curriculum that includes professional development;
- The subgrant program will align out of school time efforts with in school priorities including Indiana Academic Standards;
- The subgrant program will primarily target students who attend schools eligible for Title I school wide programs and their families; or students who attend non-Title I schools that are high poverty schools;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State or local or non-Federal funds;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) Part 76-State Administered programs and the Uniform Grant Guidance 2 CFR Part 200.

- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of five (5) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN-QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including growth model data from the Learning Connection website;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- All partners will review and comply with the above assurances.

Note: The applicant will sign below and submit both pages of the Assurances.

LEA or Organization Name: _____

Program Director	Type Name	Date
Authorized Signature	Type name	Date

Appendix A: Goals, Objectives and Performance Indicators

Indiana's 21st Century Community Learning Centers program will use multiple objectives and performance indicators to measure the progress of 21st CCLC grantees, as described below:

GOAL: To enable elementary and secondary schools and public or private organizations, to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, and cultural needs of their communities.

Objective 1 – Participants in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement Outcomes. Increasing percentages of students regularly participating in the program will meet or exceed State and local academic achievement standards in reading and mathematics.

1.2 Behavior Outcomes. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 2 – 21st Century Community Learning Centers will offer a range of high quality educational, developmental, and recreational services.

2.1 Core educational services. More than 85 percent of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

2.2 Enrichment, Literacy, and support activities. More than 85 percent of Centers will offer enrichment and support activities to students and their families in areas such as nutrition and health, art, music, technology, and recreation.

2.3 Community Involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.

2.4 Services to parents and other family members. More than 85 percent of centers will offer services to parents and siblings.

2.5 Extended hours. More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.

Objective 3: 21st CCLC programs will serve children and family members with the greatest needs for expanded learning opportunities.

3.1. High-need communities. More than 90 percent of centers are located in high-poverty communities.

Appendix B – Requirements of GEPA 427

OMB Control No. 1890-0007 (Exp. 09/30/2004)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers might prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to

distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Appendix C- Sample Pre-AP/ Advanced Placement Program

Sample: **Advanced Placement Program**

Program Goals	*Program Objectives*	*Program Activities*	*Performance Measures*	*Assessment Strategies*
(1) Improve student participation in math AP courses (2) Improve student passage rate in math AP exams	(1) Increase the number of students passing the College Board's AP math end-of-course exams, so as to ensure more students are better prepared to succeed in college	(1) Enroll students in an online teacher facilitated math AP course (i.e. Calculus AB, Statistics, or Calculus BC) led by a demonstrated master AP teacher for that subject (2) Assign a mentee teacher that will facilitate the online participation during the week and join the class on weekends and during the summer to become an expert AP teacher in that math subject (3) Conduct a one-hour class either before or after regularly scheduled school hours in a computer lab that will facilitate the course for all of the enrollees (4) Conduct weekly Saturday sessions where the expert teacher participates live (either on-site or online) with the enrolled students and the mentee	(1) Participating students will pass the College Board's math end-of-course AP exams by at least a rate of 60% (or another attainable metric based upon the school's past performance on the specific subject matter exams, or based upon AP Potential Expectancy tables generated from PSAT results (2) Mentored teacher will earn a "5" on the applicable math AP exam at the end of the training. Exam will be administered	(1) End-of-course College Board math AP exams for students (2) End-of-course applicable math AP exam for the mentee (3) Mentor teacher recommendation for the mentee to facilitate the applicable math AP course on their own

		(5) Conduct a two to four week summer "ramp up" session prior to the beginning of the class where the expert teacher facilitates at least one week of in-person instruction with the students and the mentee to acclimatize everyone with the online instructional delivery, and to start the rigorous preparation for the upcoming course. There ought to be at least one week of the training where the mentor teacher is offsite to prep students and the mentee for that delivery model of instruction.	and scored by the mentor.	

Appendix D – Statute

Title IV Part B – 21st Century Community Learning Centers Program

May grantees use 21st Century Community Learning Centers (CCLC) funds to offer programs or activities for which participants may receive credit toward high school graduation requirements?

Yes. In some circumstances, grantees may be able to use 21st CCLC program funds to offer programs or activities for which participants may receive credit toward high school graduation.

The primary purpose of the 21st CCLC program is to offer students a broad array of services, programs, and activities before and after school that are designed to *reinforce* and *complement* the regular academic program of participating students. In addition, section 4203(a)(9) of the ESEA requires states receiving funds under the 21st CCLC program to use such funds to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under the 21st CCLC program and similar programs. 20 U.S.C. 7173(a)(9). Thus, 21st CCLC funds may not be used to pay for activities or programs that would have been provided from other public funds in the absence of the 21st CCLC program.

A grantee may, however, use 21st CCLC program funds for a before- or after- school program or activity for which participants may receive credit toward high school graduation requirements if: (1) such a program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC program, and (2) the program or activity does not replace or reduce the courses and programs normally provided by a local school district or private school (*i.e.*, there is no reduction in the course offerings or costs in that particular academic area).

Note: This answer addresses the use of 21st CCLC funds by grantees for programs or activities that may result in participants' receiving high school credit. It is important to note, however, that it is the local school district or private school (*i.e.*, not the 21st CCLC grantee, if it is a different entity) that decides whether to award credit for the program or activity. It is also important to note that 21st CLCC projects are not required to offer programs or activities for which participants may receive credit.

Appendix E – Online Resources

		The 21st Century Community Learning Centers program is an after-school initiative reauthorized by the Every Student Succeed Act, Title IV Part B. The program is administered in the State of Indiana by the Indiana Department of Education. Particularly targeted at students in high-poverty areas or low-performing schools, the program helps communities establish or expand community learning centers that provide students with academic enrichment opportunities aligned to state standards in core subjects, such as reading and mathematics.
Indiana Academic Standards	http://www.doe.in.gov/standards	This web site contains tools teachers can use to align their instruction to Indiana's Academic Standards. The Curriculum Frameworks, included on this web site, serve as guides to the Standards and resources for classroom activities and teaching information.
	http://www.indianaafterschool.org/	State advocacy organization for afterschool programs. The IAN vision is that all Indiana children have access to affordable, quality afterschool and summer programs that help prepare them for success in school, work, and life. The mission is to engage public will to increase public and private investment on quality afterschool program initiatives throughout Indiana.
	www.sedl.org	SEDL researches promising practices in afterschool programs through a rigorous review process that includes on-site assessments of afterschool sites across the country. They oversee three randomized controlled trials looking at the effectiveness of promising afterschool interventions. SEDL provides professional development and training for afterschool professionals and state education agencies and develop tools and resources for afterschool practitioners.

Afterschool Alliance	http://www.afterschoolalliance.org	The nation's leading voice for afterschool, the Afterschool Alliance a lead organization dedicated to raising awareness of the importance of afterschool programs and advocating for more afterschool investments. The Afterschool Alliance works with the administration, the U.S. Congress, governors, mayors and advocates across the country.
IDOE	www.doe.in.gov	Information provided by the Indiana Department of Education is available online.
INSPIRE Indiana Virtual Library	www.inspire.net	INSPIRE is Indiana's Virtual Library on the Internet (free to Indiana schools). INSPIRE is a collection of commercial databases and other information resources that can be accessed by Indiana residents using any PC equipped with an Indiana Internet connection and a Web Browser such as Netscape or MS Internet Explorer.
DonorsChoose.org Teachers ask. You choose. Students learn.	www.donorschoose.org	Donors Choose is a simple way to provide students in need with resources that our public schools often lack. At this not-for-profit web site, teachers submit project proposals for materials or experiences their students need to learn. These ideas become classroom reality when concerned individuals, whom we call Citizen Philanthropists, choose projects to fund. Any individual can search such proposals by areas of interest, learn about classroom needs, and choose to fund the project(s) they find most compelling.
pPas Promising Practices in Afterschool	http://www.afterschool.org/	The Promising Practices in Afterschool (or "PPAS") System is an effort to find and share things that are working in afterschool programs.
verizon | Thinkfinity Literacy, Education and Technology	http://thinkfinity.org/	***Thinkfinity*** is built upon the foundation's flagship education program formerly known as Verizon MarcoPolo, and the foundation's comprehensive online resource for literacy, the Verizon Literacy Network.

INDIANA STATE MUSEUM CENTER FOR SCIENCE AND CULTURE	http://www.indianamuseum.org	Located in White River State Park in downtown Indianapolis, the Indiana State Museum brings the best of the museum world to Indiana. Filled with three floors of Core Galleries telling the story of Indiana as well as fascinating changing exhibits, the museum explores art, science and culture. Learn about Indiana and its place in the world. FREE admission for students and staff of schools that are 40% free/reduced lunch.
Welcome to read·write·think International Reading Association NCTE marcopolo	www.readwritethink.org/	ReadWriteThink, established in 2002, is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE). ReadWriteThink offers standards-based lesson plans that integrate the Internet into the teaching and/or learning experience. Lessons can be selected according to grade band (K–2, 3–5, 6–8) and area of literacy practice.
FREE Federal Resources for Educational Excellence	http://www.free.ed.gov/	More than 30 Federal agencies formed a working group in 1997 to make hundreds of Federally supported teaching and learning resources easier to find. The result of that work is the FREE web site.
First Book	http://www.firstbook.org	First Book is a national nonprofit organization with a single mission: to give children from low-income families the opportunity to read and own their first new books. The primary goal of First Book is to work with existing literacy programs to distribute new books to children who, for economic reasons, have little or no access to books.
¡Colorín colorado!	http://www.colorincolorado.org	Welcome to Colorín Colorado, a bilingual web site about reading. This site is full of information, ideas, and practical tips on how Spanish-speaking parents can help their children become confident, successful readers.
CELESTIA	www.shatters.net/celestia	The free space simulation that lets users explore the universe in three dimensions. Celestia comes with a large catalog of stars, galaxies, planets, moons, asteroids, comets, and spacecraft, as well as a catalog of additional downloads. Students and teachers can plot a course and navigate a 3D solar system.
stellarium	www.stellarium.org	Stellarium is a free online planetarium. It shows a realistic sky in 3D, and can be used with planetarium projectors.

Appendix F– STATE AND NATIONAL CONFERENCES

The state and national lists are a sample of available conferences.

Indiana

Celebrate Science Indiana	www.celebratescienceindiana.org
Center for Excellence in Learning and Leadership	http://cell.uindy.edu/
Children are Our Best Investment (COBI) Statehouse Day	http://www.childrensbureau.org/
Governor's Conference on Service and Volunteerism	http://www.in.gov/ofbci/
Indiana Association of Children and Family Services -IACCRA	http://www.iarccaregistration.org/Index/index.php
Indiana Association of Public School Superintendents	http://www.iapss-in.org/
Indiana Association of School Principals	http://www.iasp.org
Indiana Black Expo Statewide Education Conference	https://indianablackexpo.com
Indiana Early Childhood Conference	http://www.iaeyc.org/
Indiana Nonprofit Capacity Building Conference and Indiana Achievement Awards Ceremony	http://www.savi.org/savi/conference/
Indiana Summit on Out-of-School Time: Indiana Afterschool Network and Indiana Department of Education	www.indianaafterschool.org
Indiana Youth Institute Kids Count Conference	www.iyi.org
American Camp Association Indiana Fall Conference	www.ACAcamps.org/indiana
Indiana Park & Recreation Association	http://www.inpra.org/
IMAGINE Students for Global and Local Action	http://www.orchard.org/program/imagine-middle-school-conference/index.aspx

National

21st Century Learning Centers: Summer Institute	http://www2.ed.gov/programs/21stcclc/index.html
Best of Out-of-School Time – BOOST	www.boostconference.org
Amp Up Middle School Conference – November	www.afterschoolnetwork.org
Foundations, Inc. Beyond School Hours	http://www.foundationsinc.org
Mid States Camping Conference	http://www.acamidstates.org/
National Afterschool Association – NAA	www.naaweb.org
National Conference on Inclusion- Presented by Kids Included Together	http://www.kitonline.org/html/training-individual/elearning-virtual-conference.html

Appendix G – RESEARCHED BASED CURRICULA

Science, Technology, Engineering, and Mathematics (STEM)

Note: The following curricula is a sample. Applicants are responsible for researching to ensure curriculum continues to meet required standards as well as accuracy of pricing.

NASA Ignite!	
Program Description	NASA Ignite! brings quality, hands-on NASA activities and professional development to both formal and informal education. The result of a dynamic partnership between public and private entities, NASA Ignite! is committed to the delivery of quality NASA programming for summer afterschool and out-of-school programs. NASA Ignite! is funded in part through NASA's Summer of Innovation and developed with students in grades 4-9 in mind. The NASA Ignite! team has been working with summer and after school programs to improve students' engagement in science, technology, engineering, and math content (STEM). The team can work with your program to tailor NASA materials for K-12 Through the integration of a hands-on NASA curriculum, and optional space-themed video games and e-mentoring program, NASA Ignite! aims to improve student retention in STEM projects and classes by exposing them to relevant content, career paths and space exploration. Utilizing hundreds of hours of NASA curriculum on topics ranging from life sciences to rocketry, the program team will work with your program to select learning activities that meet the unique needs of your students. Additionally, NASA Ignite! supports teachers and educators through both online and face-to-face professional development workshops. These professional development opportunities help educators link NASA content to standards and improve out-of-school-time classroom management skills **Technology Requirement?: No** **Contact Information:** ignite@wisdomtools.com
Grades Served	4th – 9th
Professional Development	Webinars on specific curriculum areas 1-2 times weekly. In person trainings as requested and at conferences
Cost	Approximately $1,000 per classroom of 30 students. Curriculum is free to anyone interested. Cost associate is related to consumable and non-consumable supplies necessary for activities.

Website	https://ignite.wisdomtools.com
Think Through Math	
Program Description	Think Through Math (formerly Apangea Math) is an online math tutoring solution for grades 4-8, Algebra Readiness and Algebra 1. Think Through Math provides differentiated instruction combined with integrated live certified math teachers to support student learning and fill achievement gaps. TTM uses motivation to encourage students to succeed in and out of the math classroom. Students can use the program at school, afterschool, or anywhere there is internet access. TTM is a fantastic afterschool solution as it provides high quality instruction and support to each student in the program without requiring the staff to be math content experts at every grade level! **Technology Requirement?: Program is computer based; internet is required** **Contact Information:** Becky Reich (breich@thinkthroughmath.com)
Grades Served	3-Alegbra I
Professional Development	Each site is partnered with a dedicated TTM Instructional Coach that supports the site from setup and training, during the school year and even over the summer. Staff using the program are trained in a variety of ways, including on-site training, live webinars and How To videos. All users also have access to the TTM Classroom Coaches online that offer instant customer service and technical support.
Cost	$16-$30 per student
Website	http://www.thinkthroughmath.com
Children's Museum of Indianapolis	
Program Description	Our units of study are designed around specific museum exhibits and programs using the Understanding by Design process developed by Jay McTighe and Grant Wiggins. Units are multidisciplinary and address state and national academic standards and are based on effective teaching and learning research. We emphasize student inquiry, project-based learning, and other active learning approaches. Afterschool programs using the units of study are invited to visit the Children's Museum, up to one time per month, to experience the Museum and an in-depth activity that aligns with the units of study. On-line learning activities are also available to complement the visit and units of study.
Grades Served	K-8
Professional Development	Professional development sessions focus on the units of study and in-depth investigations. Rates vary depending on length of workshop and number of participants. This includes implementation support for the afterschool staff.
Cost	• No cost to utilize the units of study, they are found on-line. • Programs that choose to visit the Museum will need to cover transportation costs and admission to the museum. After-School Rate is $3 per student and $5 per chaperone.

	OR an After-School Membership could be purchased based on student enrollment (costs vary from $250 - $1000).
Website	http://www.childrensmuseum.org/units-of-study http://www.childrensmuseum.org/scienceport http://www.childrensmuseum.org/school-memberships
Afterschool Achievers: Math	
Program Description	Designed for afterschool programs but ideal for any learning environment including Title I, Intervention, Remediation, and Enrichment programs, Afterschool Achievers: Math Club is an engaging, ready-to-use program that will help build students' enjoyment and proficiency in math. Provide meaningful daily practice that will improve students' confidence and proficiency with number sense, basic operations, algebra, geometry, mental math, measurement, and problem solving; engage students through fun, thought-provoking activities that encourage participation and enjoyment in learning math; prepare students for testing by offering consistent, yearlong practice across a variety of math strands; help students develop an understanding of how different types of math problems are related and solved through basic problem-solving strategies. **Technology Requirement?: No**
Grades Served	K-8
Professional Development	None Required
Cost	Kits for each grade level run from $221-$262
Website	http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&division=G01&level1Code=05&level2Code=050&level3Code=042&sortProductsBy=SEQ_TITLE
Afterschool Kidz Math	
Program Description	The AfterSchool KidzMath program (grades K–2 and 3–6) is a mathematics enrichment program designed specifically for out-of-school settings, though it is also successful in the classroom. It uses cooperative games and storybook-based activities to promote mathematical understanding and social development. Children develop mathematical skills, gain confidence in their mathematical abilities, increase their enjoyment of mathematics, and improve their ability to work with others. The program, which is aligned with the National Council of Teachers of Mathematics Standards, offers considerable support for after-school staff. **Technology Requirement?: No**
Grades Served	K-6
Professional Development	None Required
Cost	Kits range from $230-$500

Website	http://www.devstu.org/afterschool-kidzmath
Camelot Learning Mathematics Intervention Curriculum	
Program Description	Camelot Learning's Math Intervention Curriculum has been motivating students for over a decade. Five 40 lesson themes for students in grades kindergarten through eighth include Number Friends, Number Sense, Computation, Fractions & Decimals, and Geometry and Measurement. Teachers can follow the scripted lesson plans or customize the standards-based curriculum to their needs. **Technology Requirement?: No**
Grades Served	K-8
Professional Development	None Required
Cost	Teacher Resource Kit: $219 Student Kit: $54
Website	http://www.camelotlearning.com/math-curriculum
Everyday Math	
Program Description	A school-based math curriculum that can be used afterschool, using worksheets; math drills, hands-on activities, and games for applying math skills and teaching concepts. Lessons can be differentiated to accommodate various learning levels. **Technology Requirement?: No**
Grades Served	K-6
Professional Development	None Required
Cost	See Website
Website	http://everydaymath.uchicago.edu/
Moving with Math	
Program Description	Designed specifically for afterschool, as both a math curriculum and a youth development program. It is designed to help students master the transition from concrete to abstract mathematical learning by helping them to understand the reasons behind concepts through the use of manipulatives and activities. **Technology Requirement?: No**
Grades Served	K-12
Professional Development	None Required
Cost	Kits and materials range in cost from $200 and up
Website	http://www.movingwithmath.com/
VersaTiles Math	
Program Description	Designed as a supplemental mathematics program for both classroom and afterschool settings. The program combines the challenge of a puzzle with the practice of a workbook, offering many activities that allow students to practice skills independently and at their own pace.

	Technology Requirement?: No
Grades Served	1st-8th
Professional Development	None Required
Cost	Kits and materials range in cost from $300 and up
Website	http://www.hand2mind.com/versatiles/versatiles_math.jsp#vtmath
SeaPerch	
Program Description	SeaPerch is an innovative underwater robotics program that equips teachers and students with the resources they need to build an underwater Remotely Operated Vehicle (ROV) in an in-school or out-of-school setting. Students build the ROV from a kit comprised of low-cost, easily accessible parts, following a curriculum that teaches basic engineering and science concepts with a marine engineering theme. The SeaPerch Program provides students with the opportunity to learn about robotics, engineering, science, and mathematics (STEM) while building an underwater ROV as part of a science and engineering technology curriculum. Throughout the project, students will learn engineering concepts, problem solving, teamwork, and technical applications. Technology Requirement?: No Contact Information: Tina Closser (florentina.closser@navy.mil) Or Brandy Frady (brandy.frady.ctr@navy.mil)
Grades Served	6th -12th
Professional Development	Online video training is available with full instructions on how to build the SeaPerch. The videos are in the beginner and advanced format, and they are supported at various times with live webcasts for troubleshooting. On-site training is offered in several locations at set times throughout the year, currently Bethesda, MD, Annapolis, MD, and Newport, RI. If the trainee has travel funds available for hotel, transportation and travel expenses, the training on-site is at no charge. Meals during the training are included. If a group wishes to have a SeaPerch trainer travel to conduct training, this arrangement is possible if the schedule can be flexible. This event is a 1.5 day event.
Cost	Each kit is $143. For every ten kits purchased it is recommended that a tool bag be purchased (that can be reused for consecutive years) for $223.
Website	http://www.seaperch.org/index
Jr. FIRST Lego League	
Program Description	Jr. First Lego League is focused on building an interest in science and engineering in children ages 6-9, Jr.FLL is a hands-on program designed to capture young children's inherent curiosity and direct it toward discovering the possibilities of improving the world around them. Just like *FIRST*® LEGO® League (FLL®), this program features a real-world challenge, to be solved by research, critical thinking and imagination. Guided by adult coaches and the Jr.FLL Core Values, students

	work with LEGO elements and moving parts to build ideas and concepts and present them for review.
Grades Served	1st – 3rd
Professional Development	
Cost	For a new team $250, which includes team registration, purchase of robot kits, tournament fees, and poster supplies. Annual ongoing costs are approximately $100. Additional costs may include team t-shirts, transportation, additional LEGO parts.
Website	http://www.usfirst.org/roboticsprograms/jr.fll
FIRST Lego League	
Program Description	Introduces younger students to real-world engineering challenges by building LEGO-based robots to complete tasks on a thematic playing surface. FLL teams, guided by their imaginations and adult coaches, discover exciting career possibilities and, through the process, learn to make positive contributions to society. **Technology Requirement?: No** **Contact Information:** Maggie Richmond: Maggie@techpointyouth.org
Grades Served	4th-8th
Professional Development	None required but can be made available
Cost	For a new team $900 which includes team Registration, purchase of robot kits, tournament fees. Annual ongoing costs are approximately $300. Additional costs may include team t-shirts, transportation, additional parts.
Website	http://www.indianafirst.org/
FIRST Tech Challenge	
Program Description	Designed for those who want to compete head to head, using a sports model. Teams of up to 10 students are responsible for designing, building, and programming their robots to compete in an alliance format against other teams. The robot kit is reusable from year-to-year and is programmed using a variety of languages. Teams, including coaches, mentors and volunteers, are required to develop strategy and build robots based on sound engineering principles. **Technology Requirement?: Laptop Required** **Contact Information:** katherine@techpointyouth.org
Grades Served	7th-12th
Professional Development	None required but can be made available
Cost	For a new team $1,100 to include team registration, kits, tournament fees. Annual ongoing costs are approximately $400. Additional costs may include team t-shirts, transportation, additional tournaments and parts.

Website	http://www.indianafirst.org/
FIRST Robotics Competition	
Program Description	The FIRST Robotics Competition challenges teams of young people and their mentors to solve a common problem in a six-week timeframe using a standard "kit of parts" and a common set of rules. Teams build robots from the parts and enter them in a series of competitions designed by a committee of engineers and other professionals. FIRST redefines winning for these students. Teams are rewarded for excellence in design, demonstrated team spirit, gracious professionalism and maturity, and ability to overcome obstacles. **Technology Requirement: Laptop Required** **Contact Information:** katherine@techpointyouth.org
Grades Served	9th-12th
Professional Development	None required but can be made available
Cost	The registration fee, which includes the Kit of Parts and participation in at least one competition event, is $5,000 for veteran teams who reuse elements from prior year Kits of Parts and $6,500 for rookie teams. Teams may register for additional events at $4,000 each. Most teams budget funds to purchase additional materials for their robot, to transport team members and equipment to events, to create team t-shirts, etc.
Website	http://www.indianafirst.org/

Literacy

Note: The following curricula is a sample. Applicants are responsible for researching to ensure curriculum continues to meet required standards as well as accuracy of pricing.

KidzLit	
Program Description	KidzLit is designed specifically for after school grades K-8. Its goal is to help students to develop a love of reading while building comprehension skills and vocabulary.
Grades Served	K-8
Professional Development	None Required
Cost	Kit costs range from $1,420-$3,00
Website	http://www.devstu.org/afterschool-kidzlit
Benchmark Reader's Theatre	
Program Description	Reader's Theater can be used both during the school day and after school in grades 1-12.The program consists of a wide variety of multilevel scripts, some based on science, math, and social studies content standards.
Grades Served	1st-12
Professional Development	Professional Development is not required but is available for $3,000
Cost	Kits range from $325-$4,695
Website	http://www.benchmarkeducation.com/fluency/readers-theater-scripts.html
LitART Learn	
Program Description	Hands-on, activity-based curriculum for grades 1-6 that engages and motivates students in reading, writing, mathematics, and recreation. Includes short, energizing daily activities, including interactive games, word games, and riddles
Grades Served	1st-6
Professional Development	Training is available but not required
Cost	Each theme costs $200
Website	http://www.litart.com/elementary/learn
Project Read	
Program Description	K-12 school-based program that can be easily adapted for after school. It is a language arts program that involves immediate integration of expressive language, spoken language, and text.
Grades Served	K-12
Professional Development	None Required
Cost	Kits range from $250-$1084 varying by grade level
Website	http://www.projectread.com/

Thinking Reader	
Program Description	A school-based program that can be adapted for afterschool grades K-8. The books used in Thinking Reader are unabridged versions of nine different award-winning novels – converted to digital text. Formal teaching experience not required.
Grades Served	K-8
Professional Development	Training is not required but is available on-site for $2,200
Cost	Cost ranges from $250-$1,000. An unlimited site license can be purchased for $2,220
Website	http://www.tomsnyder.com/products/product.asp?sku=THITHI
myON Reader	
Program Description	myON reader is the largest integrated digital library, providing anytime and anywhere access with a personalized literacy approach that matches students' interest and Lexile® level to over 3500 enhanced digital books. Everyone can log on 24/7, no check in or check out. It is a wonderful connection with school, home and the classroom. The myON platform uses the MetaMetrics Lexile® Framework for Reading to provide valid and reliable embedded assessments and scientifically based predictions of student's future reading abilities. Students, teachers, librarians and administrators can track, monitor and measure reading growth through real time reports that will continue to encourage students to read .! myON Reader engages students, therefore they read more and become better readers. Proven success in changing attitudes about reading! Proven results with increasing Lexile® scores in Indiana After School Programs.
Grades Served	Pre-K-12
Professional Development	$750 for virtual professional development, $2,000 for an onsite professional development day Technical Assistance provided along with customer experience. Hot line, email support and batch enrollment support.
Cost	(This can be per student/per classroom of x students/etc.) Cost is per 21st CCLC Grantee Site (varies) $4500 per year, $8,100 for two year contract. Secondary add on content is $850.00 per Grantee site.
Website	http://thefutureinreading.com

Physical Fitness / Physical Activity

Note: The following curricula is a sample. Applicants are responsible for researching to ensure curriculum continues to meet required standards as well as accuracy of pricing.

SPARK	
Program Description	SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12th grade students. Each SPARK program fosters environmental and behavioral change by providing a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment. **Contact Information:** 619-293-7990 or 1-800-SPARK PE
Grades Served	Pre-K-12
Professional Development	Professional Development workshops are available to programs at a cost.
Cost	See website for additional cost information
Website	http://www.sparkpe.org/
GEO Motion Group	
Program Description	GeoMotion Group, Inc. is an innovative fitness and learning leader. We provide fun, safe, and easy methods and products to encourage learning, physical activity and fitness. GeoFitness®, GeoDance® and Learnercise® products are movement-based products and curriculum that increase fitness and academic achievement. Our products are developmentally appropriate, easy to use, and cost-effective. **Contact Information:** b.english@geomotiongroup.com
Grades Served	K-12
Professional Development	Professional Development workshops are available to programs at a cost.
Cost	See website for additional cost information
Website	http://geomotiongroup.com/ http://www.geomotionTV.com

Summer Programs

Note: The following curricula is a sample. Applicants are responsible for researching to ensure curriculum continues to meet required standards as well as accuracy of pricing.

Summer Advantage USA	
Program Description	Summer Advantage USA partners with school and schools districts to provide scientifically proven, cost efficient summer learning programs with the following core elements: • Maximizing Learning Time: Programs operate 6.5 hours per day, 5 days per week, for 5 weeks. • Outstanding Instruction and Mentoring: Classes led by highly qualified certified teachers and college students teacher's assistants (2 staff-to-24 scholars in each class). • Parental Involvement: Parent/teacher meetings, workshops, and involvement in field trips and other activities. • Skill-based Curricula: Research based, culturally sensitive curricula is aligned with state and national learning standards. • Fun Activities: Enrichment activities including art, music, drama, gym, field trips and service projects. • Rigorous Evaluation: Standardized pre and post-tests.
Grades Served	K-6
Professional Development	Summer Advantage USA hires the teachers and provides professional development required.
Cost	See website for additional cost information
Website	http://www.summeradvantage.org
Camp Invention	
Program Description	Camp Invention is a hands-on, all day, week long camp for students in grades 1 through 6. Students are focused primarily on STEM related activities and are engaged in active participation from 9:00am until 3:00pm. Programs can be hosted at any school at no cost. This program is fee-based for parents and fees will cover the cost of the program
Grades Served	1-6
Professional Development	Teachers for the program are trained by Camp Invention prior to the beginning of the program
Cost	See website for more details related to cost.
Website	http://www.campinvention.org

Appendix H – Resources for 21st Century Learning Centers

The After-School Alliance	Provides information and resources for after-school programs.	http://www.afterschoolalliance.org/
Learning Point Associates	Provides information for after-school programs and other educational issues. Beyond the Bell for program directors and site coordinators can be accessed at http://www.beyondthebell.org/.	http://www.learningpt.org/
Council of Chief State School Officers	The Extended Learning Project provides information on policies, practices, and strategies.	http://www.ccsso.org
Harvard Family Research Project	Provides resources to improve evaluation for practitioners, policymakers, funders, researchers, and evaluators in the after school field.	http://www.gse.harvard.edu/hfrp http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html
Indiana Department of Education, 21st CCLC Program	Provides resources and links to other information for after-school programs.	http://www.doe.in.gov/21stcclc
USDA Summer Food Program	Please see the Indiana Department of Education webpage for more information in regards to the USDA Summer Food program and how to participate.	http://www.doe.in.gov/nutrition/summer-food-service-program
Midcontinent Research for Education and Learning (MCREL)	A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.	http://www.mcrel.org/centers-and-programs
National Partnership for Quality Afterschool Learning	Provides training, technical assistance to local and state practitioners to develop quality balanced programming that engages students.	http://www.sedl.org/afterschool/
Partnership for Family Involvement in Education	Information about the Partnership includes how to join, a list of members, examples of Partner activities, a comprehensive listing of U.S. Department of Education publications on family and community involvement, including after-school programs, and other resources.	www.ed.gov/pubs/whoweare/index.html
Southwest Educational Development Laboratory (SEDL)	Provides researched-based products and services to improve teaching and learning. Afterschool Training Toolkit	www.sedl.org

	(http://www.sedl.org/afterschool/toolkits/index.html) is available for download.	
United States Department of Education (USDE)	Provides resources and links to other information for after-school programs.	http://www.ed.gov/21stcclc/
Summer Advantage USA	A national non-profit providing research-based; top-quality accelerated summer learning programs for children in grades K-8, focusing on academics and enrichment. Aims to provide all children access to well-rounded, high-quality summer learning experiences to help them achieve mastery in core subjects, stimulate their dreams and aspirations for the future, and help them develop as scholars, citizens, and leaders.	www.summeradvantage.org
Indiana Afterschool Network	Non-profit organization providing information and resources for after-school programs.	www.indianaafterschool.org
Child and Adult Care Food Program (CACFP)	Offers opportunities for afterschool and summer food programs.	www.doe.in.gov/food
National Dropout Prevention Center/Network	Provides resources and information for keeping kids in school and on the right track for graduation. Their sole mission is to increase high school graduation rates through research and evidence-based solutions.	http://www.dropoutprevention.org/effective-strategies
Indiana Historical Society	Actively engaged in creating a site for students to learn and grow through the history of Indiana, the museum is a great resource for field trips, outreach and curricula.	http://www.indianahistory.org/teachers-students
Indiana Youth Institute (IYI)	Promotes the healthy development of Indiana children and youth by serving the people, institutions and communities that impact their well-being.	http://www.iyi.org
You For Youth (Y4Y)	A site completely dedicated to 21st Century Community Learning Centers with resources and information for programs to access at no cost.	http://y4y.ed.gov/
Camp Inventions	Supports the efforts of school districts to provide extended science education for elementary school children.	http://www.invent.org
Girls, Inc.	Inspires all girls to be strong, smart, and bold through life-changing programs and experiences that help girls navigate gender, economic, and social barriers.	http://www.girlsinc.org

Appendix I - Non-Regulatory Guidance

Information regarding 21st Century Community Learning Center Non-Regulatory Guidance can be found at **http://www2.ed.gov/programs/21stcclc/guidance2003.pdf.**