



Request for Applications (RFA)

No Child Left Behind Act of 2001 (P.L. 107-110)
IOWA DEPARTMENT OF EDUCATION
DIVISION OF LEARNING AND RESULTS

APPLICATION PACKET

ONLINE LETTER OF INTENT/STUDENT NEEDS SURVEY DEADLINE: FRIDAY, OCT 30, 2015

**B) NEW APPLICATION DEADLINE:
FRIDAY, DECEMBER 11, 2015; 4:30 PM CST**

TOTAL FUNDS AVAILABLE FY2016: \$ 6,243,557.70

Mail the Application to:

Jodi Bruce
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. §206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 - 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312/730-1560, fax 312/730-1576, email: OCR.Chicago@ed.gov

BEFORE YOU APPLY

These steps should be completed before you begin writing your application:

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page:
<https://www.educateiowa.gov/documents/building-level/2015/03/2014-15-iowa-public-school-k-12-students-eligible-free-and-reduced> , updated March 4, 2015, by Building Level.
 ** Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY16 Request for Applications):
 - _____ number of children x _____ days x _____ either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = _____ (total funding request for before and afterschool programs)

Summer School Formula

 - _____ children x _____ of days = (minimum 30 days) x \$10.00 = (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: _____
 Funding Request total for Three Years: _____
 Number of Children Served in Year One: _____
 Number of Children Served in Three Years: _____

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Appendices A-G.....Available [online](#).

CRITICAL DATES FOR THE REQUEST FOR APPLICATION PROCESS – FY16

September 2015	Request for Application (RFA) available on the Iowa Department of Education's 21CCLC website and informational letter issued.
September – Oct 2015	Grant Technical Assistance Meetings around the state will be offered to provide aid in the development of grant applications. When specific dates and locations are made available, they will be posted to the Iowa Department of Education website.
October 30, 2015	Letters of Intent to Apply must be submitted via an online application and survey of student needs (link posted on Department website in September).
November 12, 2015	FAQ Webinar and Virtual Technical Assistance Meeting
December 11, 2015	<u>New grant applications due date.</u> Must be received inside, or delivered to, the Iowa Department of Education by 4:30 P.M. CDT (Hours 8:00 a.m. – 4:30 p.m. Monday-Friday.) <u>No exceptions.</u>
December – January	Grant reviewers read and score applications for funding.
January 21, 2016	Grant reviewers conference in Des Moines area.
March 2016	Grant awards announced.
April – June 2016	Grant contracts finalized.
July 1, 2016	Program implementation may begin with summer (note: The Federal data reporting begins the school year with summer school). To avoid supplanting, 21 st Century Community Learning Centers (CCLC) programs should start when local programs end in order to support early literacy per Iowa Code. Iowa Code Section 279.68 and 281 – Iowa Administrative Code 62 promotes effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers by the end of the third grade.

GRANT OVERVIEW

BACKGROUND

The 21st Century Community Learning Centers (21CCLC) program received its first appropriation of \$1 million at its inception in 1996. Since then, more than \$1.5 billion in 21CCLC funding has been committed to provide grants to programs.

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Federal Department of Education website: <http://www2.ed.gov/programs/21stcclc/index.html>

PURPOSE

Constructive learning activities during non-school hours, combined with adult guidance through school and community-based academic and youth development programs, result in greater achievement and social outcomes for children and youth throughout their school age years. The intent of the 21CCLC funds is to enable communities to design and implement effective out-of-school programs that will result in improved student achievement, and be enhanced by and sustained through community partnerships beyond the term of the grant.

ELIGIBLE APPLICANTS

Applications for 21st Century Community Learning Centers (CCLC) grants under the No Child Left Behind Act, 2001, Title IV, Part B must be a partnership between

- ✓ one or more **schools that are Title I school wide eligible and**
- ✓ one or more nonprofit organizations, community-based organizations, faith-based organizations, public agencies, area education agencies, or private agencies that primarily serve students who attend eligible schools.

21CCLC PROGRAM COMPONENTS

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. We are requiring a student needs assessment that will use data to help plan effective activities to identify and focus on critical student need areas (achievement gaps).

All grantees are required to provide an: a) Academic Assistance component, and b) an Educational Enrichment component. In addition, applicants must address the needs of family members of students participating 21CCLC through a c) Family Literacy component.

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement.

Activities should be aligned to federal guidelines and include many of the following components based on a local student needs assessment:

1. Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement;

2. Literacy Activities;
3. Mathematics and Science education (STEM) activities;
4. Arts and music education activities;
5. Entrepreneurial education programs; Employment preparation or training;
6. Tutoring services, including those provided by senior citizen volunteers, and mentoring programs to reduce achievement gaps for at-risk children;
7. Programs that provide after-school activities for limited English proficient (LEP) or ESL (English as a second Language) students and that emphasize language skills and academic achievement;
8. Recreational activities; Physical Fitness; and Healthy Lifestyle education
9. Technology education programs and telecommunication;
10. Expanded library service hours; Volunteer and community service opportunities;
11. Programs that promote parental involvement and family literacy;
12. Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement;
13. Drug and violence prevention programs; Counseling programs;
14. Supervised field trips, enrichment programs and events
15. Character and Behavior education programs;

Source: <http://www2.ed.gov/programs/21stcclc/applicant.html>

Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements.

APPLICATION AND DEADLINE

Prospective applicants should notify the Department of the intent by the posted deadline to allow for arrangements for the proposal review. Four (4) print copies (one of these copies must be the signed original) and one (1) electronic copy of the application in Word format must be **received** by the Iowa Department of Education by **the due date** (pg 4).

All questions should be directed to Vic Jaras at vic.jaras@iowa.gov or 515-242-6354.

If you are submitting an electronic copy, all materials must be received by the due date. Plan on sending in your materials early in case of delays in the mail, technical issues, etc. The electronic copy will be accepted on a CD, flash drive, or can be sent via e-mail to Vic Jaras at vic.jaras@iowa.gov. Note: Due to email size limitations and filtering we are not responsible if your email does not go through. An electronic copy on physical media is preferred.

The application, instructions, and rubric will be available on the Iowa Department of Education website at: <https://www.educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning-centers>.

PROJECT PERIOD

Funds will be made available to local programs for three years full funding and after a successful, comprehensive site visit, an additional two years continuation (at 75 percent) funding through a written agreement. Fiscal and progress reports will be required during the project period. Federal and state regulations, non-regulatory guidance, and laws pertaining to operations of this project will be in effect and govern the use of these funds. Sufficient progress must be demonstrated to be eligible for continuation funding. Following the end of five years, all programs must re-submit an application for competitive consideration as a new applicant.



WHO IS SERVED

All applications must serve all grades in a school that you are proposing to serve so that the program is school-wide. Split-grade applications do not provide services for all children in need in that school and will no longer be funded.

AWARD AMOUNT

Minimum grant awards will be \$50,000 per application, per year. Maximum grant awards are \$150,000 per site, per year, and \$300,000 per application, per year. A match is not required.

START-UP COSTS

Upon execution of a signed and approved grant contract, the Iowa Department of Education will provide grantees an advance of three months funding to cover costs of summer and start-up. Additional funding requires submitting quarterly claims for reimbursement.

APPLICATION CONTENT (*Do not exceed page limits.* *Additional pages will be removed or your application may be voided).*

100 total points for applications; 5 additional points for applications serving SINA schools and 5 additional points for applications submitted jointly between a school and a community partner, equaling a total of 110 possible points per application.

Cover Page (includes request for competitive priority up to 10 additional points possible)

Table of Contents (not scored) – fit on single page

Narrative Text (total possible 100)

Proposal Abstract (not scored) – maximum 2 pages

Student Need (20) – maximum 3 pages

Project (20) – maximum 3 pages -what curriculum(s) will be used to meet academic goals?

Research Base (5) – maximum 1 page

Management Plan (20) – maximum 3 pages

Communication Plan (5) – maximum 1 page

Partnerships (10) – maximum 2 pages (not including MOUs or Letters of Support)

Evaluation (10) – maximum 2 pages

Budget Narrative (10) – maximum 2 pages

Memoranda of Understanding or Letters of Support (not scored)

Required Forms (Found in Appendix A; required forms, although not scored)

Form A: Site Information

Form B: Assurances and Agreements

Form C: Collaborative Signatories

Form D1: Funding Requirements

Form D2: Budget Forms

Form D3: Applicant Agency Fiscal Resource Information

Form E: Minority Impact Statement

Form F: Non-Public Consultation Documentation Template

Electronic copy (physical media preferred)

SELECTION – PEER REVIEW

A peer review will be conducted of all qualifying applications. Consideration will be given to an equitable geographic distribution of grant funds.

IOWA SEA REVIEW (Following the Peer Review)

GRANTEE	Annual Amt. Request	Num. Children	Cost Per Child	Measurable Goals in Place	Curriculum Plan to meet Academic Goals	Budget	Partnerships for sustainability
Minority Impact Statement (state law)	Number of sites	Private School Consultation (federal statute)				Sites:	FRL percentage
Comments or Questions:							

After the PEER REVIEW, the SEA (State Educational Agency) reviews the consensus scores and comments. Then in rank order, does a final review before sending award notices, calculating funding and creating a table of awards. Iowa requires that applications from community based, faith based, and non-profit agencies and organizations other than local education agencies will be screened for capacity to administer the program. All applicants will receive their peer review scores and notes.

FURTHER INFORMATION

21CCLC Application Technical Assistance:

A series of grant technical assistance workshops will be offered throughout the state to provide technical assistance on the development of grant applications for school, community-based, faith-based, non-profit, and private organizations preparing competitive applications for 21CCLC funds. When specific workshop dates and locations are known, they will be posted to the Iowa Department of Education website.

21CCLC Program Orientation (Post Awards)

A new grantee meeting is provided and this training is required for all new grantees. Monthly webinars and additional meetings are provided to support grantees throughout the year. There are five statewide 21CCLC committees to provide support and community of practice collaboration. Additionally, the Impact Afterschool (state) conference also provides technical assistance on Federal data reporting, 21CCLC Grant Director’s Session and best practice sessions annually.

Informative Websites

Websites that may be of assistance in developing the application include:

- U.S Department of Education Website:
<http://www2.ed.gov/programs/21stcclc/index.html>
- Iowa Department of Education Website: www.educateiowa.gov
(Go to “A to Z” index tab, click on “21st Century Community Learning Centers”)
- Iowa After School Alliance Website: www.iowaafterschoolalliance.org
- Iowa 21st Century Community Learning Centers Wiki Site
<https://iowa21cclc.wikispaces.com/>

GENERAL GRANT INFORMATION

Who May Apply

Local Education Agencies (LEAs), community-based organizations (CBOs), cities, counties, public or private entities (including faith-based organizations), or a consortium of two or more of such agencies, organizations or entities responding to this Request for Applications (RFA) may apply for 21CCLC program funding. Please note that a school may participate in only one 21CCLC application for funding. A district with multiple schools may participate in up to two applications, but only one application may be made by the district. Community organizations may submit an application to support children in a high need (Title I) school on behalf of a district.

Limit of one application per year per school district. Only one application may be submitted by each school district. This provision encourages equitable distribution of funds across the state. (ESEA 4204.23.f)

All eligible applicants may apply for 21CCLC funds for the following purposes:

- To support previously funded programs and services.
- To expand to new schools/sites.

Applications will be screened for capacity to administer the program on a pass/fail basis as demonstrated by:

- 1) achievement of goals set during previous years;
- 2) evidence of that achievement; and
- 3) acceptable levels of student attendance in the program

Guidance for Community Group Applicants

Community groups applying for the 21CCLC grant must have a pre-application meeting with school administrators. The application should address which schools the community group will be partnering with or serving in the budget forms, even if the schools are not where the program occurs. The name of the school(s) and principal(s) who will sign the assurance agreement should also be listed. Iowa has a financial capacity check for all non-school applicants (see page 25, Determination of Awards). Community groups with over \$750,000 in federal awards are required to annually submit the required single audit report to the Iowa Department of Education.

Grant Cycle (up to 5 total years of funding)

- ✓ Iowa awards three-year grants at 100 percent funding.
- ✓ A comprehensive, successful site visit and financial review is required for grantees to be eligible for an additional two years of funding at 75 percent of the original funding request.
- ✓ Grantees who have not made sufficient progress or do not want to participate in the comprehensive site visit will automatically end their grants after three years.

Site Eligibility

Federal legislation supports the provision of services for children, youth, and their families in elementary and secondary school-site settings or at other locations that are at least as available and accessible as the school site. Elementary schools and secondary schools are defined as any non-profit institutional day or residential school. Applicants proposing to provide services through the 21CCLC grant must provide documentation that:

- ✓ the applicant, school district, and school site are in agreement about the program site;
- ✓ if an off-campus program site is proposed, the program location will be at least as available, safe, and accessible as it would be if it were located at the school site;

- ✓ there is a clearly defined plan of communication between the alternate site and the school(s), including the alignment of the academic assistance component; and
- ✓ safe transportation between the school and the alternate site and between the alternate site and home will be provided.

21st Century funded programs operated in a school are categorically exempt and not considered child care.

However, applicant programs that receive child care funding will be required to secure licensing from the Iowa Department of Human Services (DHS).

Applicants are encouraged to contact the Iowa Department of Human Services (DHS).

DHS: Todd Savage, tsavage@dhs.state.ia.us

NOTE: ALL program staff and volunteers are subject to the health screening and fingerprint clearance requirements in law, DOE rule and district policy for personnel and volunteers in the school district.

Funds from the state administered 21st Century Community Learning Centers program, as directed by provisions of the *No Child Left Behind Act of 2001*, are intended for use with students who attend schools with a high concentration of poverty. To that end, an absolute priority of the program is that the target population will be students from schools designated as Title I schoolwide eligible (a school in which **not less than 40 percent** of the children are from low-income families and receiving free and reduced lunch to be eligible for “school-wide” status). In addition, applicant agencies that serve students in schools designated as schools in need of improvement (SINA) under Title I *and/or* are doing so jointly as a collaboration between the school building(s) receiving Title I funds and other community-based organizations or public or private organizations will receive competitive priority in this application process.

Equitable Participation of Private, Non-Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *ESEA* programs.

The required form included in Appendix A provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful

consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

PROGRAM COMPONENTS (see page 6)

Experience & Best Practice

Academic enrichment can include tutoring in core academic subjects, and provide extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. Such activities might include: chess clubs to foster critical thinking skills; persistence and other positive work habits; theater programs to encourage reading, writing and speaking, as well as teamwork; goal-setting and decision-making; book clubs to encourage reading and writing for pleasure; cooking programs to foster application of reading, writing, math and science skills; poetry contests and slams to encourage reading, writing and speaking; woodworking programs to encourage planning, measurement, estimation and other calculation skills; computer clubs, video, film-making; and technology, such as Google Computer Science First (learning to program). Visit the 21CCLC Wiki Site at <http://iowa21cclc.wikispaces.com> for additional examples.

Program Requirements

The following crosswalk details all program requirements monitored regularly by the Iowa Department of Education and the corresponding application narrative section that meets each requirement. These requirements will be reviewed during IDOE site visits. Note: The Iowa 21CCLC Narrative Section shows the alignment of the application sections with the on-site monitoring by the Iowa Department of Education. These are required by the Elementary and Secondary Education Act provisions for this grant program.

Iowa Department of Education Monitoring Item (What programs are required to do)	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
1a 1-The grantee is recruiting and serving the target population and their families as identified in the approved grant application.	Recruitment plans and activities Enrollment records Protocol for selection of students Other:	2.1 Student Needs Assessment 6 Communication Plan Student Needs Assessment Template
1b 2-All sites are offering the equivalent of services for 60 hours per month and 30 days of summer school (as applicable) as detailed in the approved grant application.	Calendar and schedule of activities Program records Parent handbooks and promotional materials Other:	3 Project
1c 3-The grantee has integrated the existing coordinating groups, parents, appropriate community members, volunteers, and social services agencies/organizations, and has involved them in the planning and	Meeting agendas and minutes, including list of attendees Schedule of meetings Other:	2.2 Student Needs Assessment 3.4 Project 5.1, 5.3 Management Plan 7 Partnerships

Iowa Department of Education Monitoring Item (What programs are required to do)	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
	evaluation of the 21 st CCLC Program.	8 Evaluation Required Form C Student Needs Assessment Template
1d	4-The grantee provides equitable services to private school students, and their families. Comparable opportunities for the participation of both public- and private-school students in the area served by the grant are provided. The grantee has consulted with private school officials.	Correspondence to private schools Record of response from private school Other:
2a	5-The grantee has contracted with a local evaluator who at a minimum, will: 1. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include: a. program data, such as enrollment, demographic, attendance, and activity information, b. surveys from parents, students, teachers, and staff at the end of each school year; and c. school records data, including student grades, TEST scores, school attendance, and disciplinary actions at the end of each school year. 2. Guide the evaluation process. 3. Assist the program with initial implementation. Use local data to guide a performance improvement process and a sustainability plan. 4. Review with program staff the 21 st CCLC On-site Monitoring Documentation form. 5. Assist with the completion and submission of the Annual Report Form. 6. Collect any additional data requested by the local grantee. 7. Attend required 21 st CCLC events, including DE on-site monitoring	Employment records or contract Local Evaluator work plan Local Evaluation report(s) Other:
		8 Evaluation Plan

Iowa Department of Education Monitoring Item (What programs are required to do)	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
	visits.	
2b	6-The program activities reflect the goals and objectives outlined in the grant application. Student needs assessment sets key program goals with checks to measure progress in meeting goals.	Lesson/activity plans, with specific grant goals and objectives per the student needs assessment Other:
2c	7-The program has a formal process for regular and effective communication with students' teachers to provide individualized assistance in academic areas; and to inform and receive information from in-school teachers on students' academic and behavioral progress.	Communication plan Meeting schedules/minutes Correspondence Survey of classroom teachers FERPA documentation/data sharing agreements Other:
2d	8-The project director and site coordinators communicate regularly and effectively with the school principal(s) and administration to coordinate resources, use of school facilities, and progress of program and activities.	Correspondence Activity logs Surveys of school administrator(s) Shared calendars Other:
3a	9-The program offers students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs (Iowa Physical Literacy), technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students described in the grant.	Activity schedules and descriptions Flyers for parents and students describing the program Other:
3b	10-The program provides literacy and related education services that will be provided for families of the enrolled students; family services meet the needs described in the grant for the community through a partnership with a local community college (with supporting MOU).	Activity schedules and descriptions Flyer for parents and students describing the program Family activity sign-in sheets Other:
3c	11-The program involves <u>students</u> in three or more ways including volunteering, planning, implementation, program evaluation, and on-going advisory or decision-making roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of students Other:

	Iowa Department of Education Monitoring Item (What programs are required to do)	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
			Required Form C Student Needs Assessment Template
3d	12-The program involves <u>parents</u> in three or more ways including volunteering, planning, implementation, program evaluation, and on-going policy and advisory roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of parents Other:	2.2 Student Needs Assessment 3 Project 5 Management Plan 6 Communication Plan 7 Partnerships 8 Evaluation Required Form C Student Needs Assessment Template
3e	13- The program involves seniors and the community in three or more ways including volunteering, planning, implementation, donations, program evaluation and on-going policy and advisory roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings	2.2 Student Needs Assessment 3 Project 5 Management Plan 6 Communication Plan 7 Partnerships 8 Evaluation Required Form C Student Needs Assessment Template
4a	14-The program provides safe facilities and has developed written policies and procedures to effectively manage the programs that are made available to all partners.	Handbook Written/policies and procedures Other:	5 Management Plan 6 Communication Plan
4b	15-The program communicates with partners and encourages collaboration; partners/vendors actively support the program goals and objectives and this is reflected in all program activities. The program's accomplishments are assessed and problem-solving is undertaken jointly.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of partners Other:	2.2 Student Needs Assessment 3 Project 5 Management Plan 6 Communication Plan 7 Partnerships 8 Evaluation Required Form C Student Needs Assessment Template
4c	16-The program enters into formal written agreements with subcontractors (partners/vendors).	Agreements/MOUs Other:	7 Partnerships 9.1 Budget Narrative
4d	17-The facility is licensed/approved or exempt by state of Iowa DHS or DOE and meets the equivalent of licensing requirements for documentation of staff and students	Copy of license Staff background checks Exempt Other:	5.1, 5.2 Management Plan

Iowa Department of Education Monitoring Item (What programs are required to do)		Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
5a	18- Safe Facilities are accessible to students and their families, including plans safe transportation or escorting students to non-school facilities and home	Transportation policies Transportation schedules Other:	5.2 Management Plan
5b	19-Program activities and services are advertised in the targeted schools and community through a variety of methods and forums. All materials include recognition of 21 st CCLC funds.	Postings/announcements Press releases/articles Outreach activities Website Other:	6 Communication Plan
5c	20-The program implements an attendance policy that encourages participation on a regular, consistent basis. Program meets attendance goals in application.	Written policies/handbooks Attendance records Contact log Federal Data Reporting Other:	5.1 Management Plan 6 Communication Plan
5d	21-Information is transmitted to families with limited English proficiency in modes that are appropriate and easily understood. Needs of ESL students are accommodated in the program.	Correspondence Translation/assistive materials Event/meeting announcements Interpreter Other:	2.2 Student Needs Assessment 5.2 Management Plan 6 Communication Plan Student Needs Assessment Template
6a	22-The program has a project director with credentials appropriate to manage the program.	Employment records/contract Credentials Employee Experience Other:	3.5 Project 5.1 Management Plan
6b	23-Each site has a coordinator with appropriate credentials to meet DHS licensing to supervise and lead the daily program and personnel.	Employment records/contract Credentials Employee Experience Other:	3.5 Project 5.1, 5.2 Management Plan
6c	24-All staff have credentials and expertise appropriate for the positions described and there are sufficient numbers of staff planned for the numbers of students.	Employment records Credentials Employee Experience Staffing plan Other:	3.5 Project 4 Research Base 5.1, 5.2 Management Plan
6d	25-Program and management staff meet regularly during the grant cycle to coordinate program offerings for continuous program improvements.	Meeting schedules/minutes Other:	5 Management Plan 6 Communication Plan 8 Evaluation
6e	26-Program Director has a written plan for local site visits.	Written visit schedule/plan Other:	5 Management Plan 8 Evaluation Plan

Iowa Department of Education Monitoring Item (What programs are required to do)		Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
7a	31-All meals/snacks that are provided meet USDA guidelines. (USDA funding is available for schools with over 50% free and reduced lunch)	Meal/Snack menus USDA Reimbursement Documentation Other:	3.2 Project
7b	32-To enhance sustainability the program has a plan to increase community support beyond the initial project. The program uses a wide variety of methods to identify and secure material, financial and human resources. The program has established collaboration with parents, community members, volunteers and social service agencies that provide services to children and families.	Correspondence Documentation of methods used Meeting Notes MOUs/Contracts Written plans Other:	5.3, 5.4 Management Plan 6 Communication Plan 7 Partnerships Required Form C
7c	33-The grantee participates as required in the Federal and State monitoring and evaluation by completing and submitting Federal data, parent, teacher, and student surveys in accordance with state evaluation timelines.	Federal Data Reporting Annual Report Form submission evaluation data Other:	8 Evaluation
8a	34-The grantee expends 21 st CCLC funds appropriately and submits regular claims to the Iowa Department of Education for reimbursement.	Financial summary reports Budget change requests/amendments Purchase invoices Time and effort worksheets Reimbursement Claims Other:	9 Budget Narrative
8b	35-The grantee uses 21 st CCLC funds to supplement rather than to supplant funds from other sources.	Financial/program documents Program funding history Other:	9.2 Budget Narrative
8c	36-The grantee maintains documentation for materials and equipment purchased with 21 st CCLC funds.	Purchase orders/invoices Inventory list Other:	5.1 Management Plan 9 Budget Narrative
8d	37-The program maintains on-going documentation of contributions (in-kind or resources) from partnering agencies or other sources.	In-kind contribution list Volunteer log Partner agreements Other:	5.1 Management Plan 7.1 Partnerships 9 Budget Narrative Required Form C

Family Literacy Services Component

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 adults who are family members of participating children. This component of the program is not intended to provide non-targeted programming such as GED. Proposals should include partnerships with local GED providers (Iowa community colleges) to ensure family access to such services (see Appendix F for more information). Iowa Community Colleges can provide free or reduced cost adult literacy services as a partner with your program. We have provided a list of

colleges that receive federal funds to offer GED and Adult Literacy Classes. Document your community college partnership with a memo of understanding (MOU).

Partnerships (Required)

By bringing together community organizations with school districts, centers 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. Collaborative partnerships can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community. Partnerships can benefit the collaborating partners through the sharing of resources and/or funds, volunteers and/or time, and advice or guidance.

21CCLC grant applicants must provide a description of the partnership between a local educational agency, a community-based organization (CBO), and, if appropriate, other public or private organizations. If the local applicant is another public or private organization, the applicant must provide an assurance that its program was developed and will be carried out in active collaboration with the schools that the students attend. Demonstration of such partnerships is a competitive priority for this application.

Experience & Best Practice

Partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, volunteers help staff the program, community partners provide space for the program to be held, and local businesses can provide cash donations to supplement costs and provide long term sustainability to offset reductions in funding and when the grant funding expires. Seniors, local colleges, community groups, and churches are good sources of volunteers.

Important Clarifications:

- A partner contributes money, time or resources.
- A subcontractor works for a fee to provide services for programs.
- A Memorandum of Understanding (MOU) clearly defines the contributions that will be made, citing the resources, staff, and hours over a period of time to meet program goals.
- A Letter of Support differs from a MOU, in that, it simply acknowledges the program has been beneficial to the community.

Scope of Operation

21st Century Community Learning Centers 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. 21CCLCs may also 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 when school is dismissed early. 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.

The following minimum hours of operation must be met:

- ✓ **Programs must operate, at minimum, an average of 60 hours per month.**
- ✓ **If offering summer programming, programs must operate, at minimum, 30 total days.** The minimum for new summer school only programs will be 30 days. However, summer school-only programs are strongly encouraged to provide additional days beyond the minimum.
- ✓ **Before-school programs must operate at least one hour per day immediately prior to school start each day program is offered.**

- ✓ Programs that operate on weekends or during the summer will be required to operate for at least three hours per day that program is offered.
- ✓ Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements.

The ESEA requires a 21st-Century Community Learning Center (21st CCLC) to provide activities during non-school hours or periods when school is not in session. ESEA 4201(b)(1)(A), 4204(b)(2)(A)

NOTE: 60 hours MINIMUM contact time per month is required (Weekend activities are allowed).

30 days MINIMUM of summer school are required, but more is encouraged. Federal data collection requires a minimum of 30 days to be able to report.

Research suggests: Additional time spent in engaged and sustained learning activities yields greater benefits for students, according to research from the Wallace Foundation (<http://www.wallacefoundation.org>).

To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

Example of Operations

The ABC Program at 123 Elementary School operates five days per week, Monday through Friday, from 2:30 pm to 5:30 pm during the school year. They have an early out once a month and have a monthly Saturday Field Trip This exceeds the 60 hour per month minimum, while adjusting for local community need.

Award Duration

Iowa offers up to five years of funding. A three-year full-funded grant followed by a comprehensive, successful site visit can provide an additional two years of funding at 75 percent. Following the fifth year of funding, all programs must submit a new application.

Program Attendance Requirements

Each program's local collaborative partners will determine required attendance patterns for the programs operated after school, before and after school, and/or other non-school hours. Based on experience and research, the Iowa Department of Education recommends that programs require elementary student attendance every day and middle school attendance at least three days per week of a five-day program (see page 23). The Iowa Department of Education monitors attendance data in the Federal Data Reporting System and periodically contacts grantees about the accuracy and results of data as part of ongoing desk monitoring.

Sustainability Plan

Grantees will not be required to provide a budget match and applicants are discouraged from proposing to charge fees. However, all applicants are expected to identify and engage collaborative partners who can contribute to developing a vision and planning for financial capacity to support, and eventually sustain, the community learning center after 21CCLC grant funding ceases. Applicants are required to provide a sustainability plan in their application documenting that a committed, collaborative partnership has been developed. The plan must include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing local contributions.

Staffing Requirements

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21CCLC program to have specific qualifications. However, if the 21CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following: Two years of higher education, an Associate's degree; or pass a formal assessment.

Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements. In addition, if the 21CCLC program uses volunteers, they must be appropriately qualified to serve as volunteers (background checks are strongly encouraged), and grantees will be required to describe the minimum qualifications in the grant application.

Experience & Best Practice

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, the following key requirements for staff qualifications and staffing ratios might be applied:

- All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district.
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is encouraged and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors.

Reporting Requirements

21st Century Community Learning Center grantees are required to submit quarterly fiscal reports to the Iowa Department of Education to receive reimbursement. Grantees must participate and provide data and other information as requested to the United States Department of Education and the Iowa Department of Education. Local evaluation reports must be posted online by the grantees, publicly available, and an electronic copy sent to the Iowa Department of Education and state evaluator on an annual basis. The Iowa 21CCLC Statewide Annual Evaluation survey is required for all grantees. The Iowa Dept of Education may request program information at any time.

Monitoring, Evaluation and Program Accountability Requirements

All 21CCLC grantees will be responsible for fulfilling the following monitoring and evaluation requirements:

a) Ongoing Monitoring and Program Refinement

On a regular basis, grantees shall collect data that can help them assess and refine their programs based on the impact of their activities. Grantees will participate in Iowa Department of Education-sponsored non-evaluative activities, including best practices site visits and regular grantee network communications for sharing information among all grantees. Grantees are also required to participate in statewide evaluation activities, including an annual survey of grantee programming and student outcomes used to compile a statewide evaluation report.

b) Long-Term Local Evaluation

Grantees must plan and conduct a comprehensive, rigorous local evaluation of program effectiveness. Grantees will be expected to use the evaluation results not only for ongoing program monitoring and assessment, but also to communicate the impacts of the 21CCLC program longer-term. All evaluation results should be made available to partners and the public by posting on a web site. Data measures shall include, but are not limited to, the following:

- Student achievement data from the ITBS/ITEDS, and, if appropriate, other district-wide assessments.
- Student level data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).
- Student level data on discipline referrals, suspensions, and school safety.
- School and program level data from parent, teacher, and student surveys.
- Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

Iowa Statewide Evaluation and Monitoring Activities

Data Collection		
Data Reporting – Federal	Due: Early October each Year	<ul style="list-style-type: none"> ➤ This is the federal data collection system administered online. ➤ Data includes feeder schools, sites, student demographics, and activity details.
Statewide Evaluation	Due: Late November each Year	<ul style="list-style-type: none"> ➤ This is Iowa’s state-level data collection. It is administered online. ➤ Data collected includes transportation, meals, and staff qualifications.
Reporting		
Local Evaluation Report	Due: October 1 of each Year	<ul style="list-style-type: none"> ➤ Guidelines for local evaluation reports are available at https://iowa21cclc.wikispaces.com/Evaluation+%26+Data+Collection. ➤ Local report should be posted to program website when finalized. Provide web site URL when you report.
Monitoring		
Grantee Compliance Monitoring	Annual	<ul style="list-style-type: none"> ➤ The Iowa Department of Education is required to regularly monitor grantees for compliance with federal and state regulations. ➤ Monitoring tool is available as Appendix E. ➤ A comprehensive site visit occurs after 3 years of program operation.

Experience & Best Practice

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, grantees should identify data sources available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success. The resources listed below will be a great help in planning your local evaluations.

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs, developed by the Harvard Family Research Project and The Finance Project, is a technical assistance resource that provides practitioners with techniques, tools and strategies on a logic model of planning and integrating it with a model of program evaluation based on results accountability and performance measures. www.hfrp.org or www.financeproject.org.

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator. <http://www.beyondthebell.org/beyond-the-toolkit>.

Funding

Use the funding formula to help calculate your award

21st Century Community Learning Centers grant funds are awarded on a competitive basis for a three-year period, and are disbursed quarterly on a reimbursement basis. Grants will be awarded to serve elementary, junior high/middle school, and/or high school students.

Community learning centers may apply for funding based on student attendance to support:

- an after school program during the regular school year only; or
- a before and after school program during the regular school year; or
- a program operating on weekends, school breaks, or early dismissal days as an extension of the before and/or after school program; or
- a program that is operated in the summer.

The funding of a program will be awarded on a basis of number of students served:

- Up to \$7.50 per day X number of students anticipated to participate in the program X number of days the program will operate in the after school hours; or
- Up to \$10.00 per day X number of students anticipated to participate in the program X number of days the program will operate in both the before and after school hours; or
- Number of days the program will operate on non-school days (weekends, holidays, summer) X number of students anticipated to participate in the program X \$7.50 for a three-hour program or \$10.00 for at least a four-hour program.
- A spreadsheet is provided in the appendix to help applicants calculate a draft award request.

Additional data that must be included in the application budget for funding:

- a) **Evaluation:** No more than 4% of each site's total budget should be reserved for local evaluation efforts. You may NOT use grant funds to pay for grant writing or make purchases, enter into any contract or incur expenses before you have a signed grant agreement.
- b) **Professional Development:** No less than 5% of each site's total budget must be reserved by the grantee for training, staff development, and technical assistance.
 - Resource: U.S. Department of Education (You for Youth professional development website) <http://y4y.ed.gov/>
- c) **Access:** Up to 8% of each site's total budget may be used to meet local needs for:
 - transportation costs
 - ensuring safety and accessibility of program facilities,
 - elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability, or
 - other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).
- d) **Administrative Costs:** Up to 8% of each site's total budget may be used for administrative costs (administrative costs include indirect costs).

Minimum and Maximum Grant Awards

The minimum grant awarded will be \$50,000 per application per year. Maximum grant awards will be \$150,000 per site per year and \$300,000 per application per year.

Funding Flexibility

Grantees may move up to 10 percent between budget categories without an amendment as long as required allocations for evaluation, professional development, access, and administrative costs are maintained. **All budget changes must be approved by the Iowa program consultant.**

Grantees should conduct monthly budget reviews and plan to expend 100% of their grant award each year.

Grantees that are local educational agencies are permitted a certain amount of flexibility in their use of program funds, as follows:

- ✓ *School wide Programs*

LEAs are permitted to consolidate and use funds under Part A of Title I together with 21CCLC and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21CCLC award.
- ✓ *Rural Education Initiatives*

LEAs eligible for the Rural Education Achievement Program (REAP) may use their "applicable funding" [funds received under the Improving Teacher Quality State Grants (Title II, Part A), Educational Technology Formula Grants (Title II, Part D), State Grants for Innovative Programs (Title V, Part A), and Safe and Drug-Free Schools and Communities (Title IV, Part A)], to carry out activities authorized under the Iowa 21st Century Community Learning Centers Program.

Grant Budget Restrictions

U.S. Department of Agriculture funds are available for schools with 50% or greater free and reduced lunch counts.

- ✓ The Iowa Department of Education will require attendance reporting for each site receiving 21CCLC funds to ensure the following average daily attendance requirements are being met:
 - First year grant awards should have 70 percent of the proposed average daily attendance of students.
 - Third year grant awards should have 80 percent of the proposed average daily attendance of students.

- ✓ The 21st Century Community Learning Centers Program is intended to serve as a supplementary program that can enhance an LEA's reform efforts to improve student academic achievement. The Iowa Department of Education strongly encourages local programs to identify other sources of related funding and to describe in the 21CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, state, and local programs that also offer afterschool services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public resources. It is not the intent of the 21CCLC grants to drive away or supplant other programs.

- ✓ An organization participating in the 21CCLC program receiving funding for an after school or before and after school program may expend *up to 8%* percent of annual funding on administrative costs. Indirect costs are included in administrative costs.

- ✓ LEAs or other organizations may charge indirect costs to the 21CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All collaborative partners must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A collaborative partner that does not have a current indirect cost rate must consult the participating LEA in the grant application and use that school district's indirect rate. Indirect costs are included in administrative costs.

- ✓ For applications requesting the funding of multiple sites, funds calculated for administrative/indirect costs for each individual site may be combined for the purposes of overall site administration, e.g., one project coordinator for multiple sites.

Experience & Best Practice

Title I funds, in concert with the 21CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21CCLC 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 21CCLC programs. Programs with over 50% free and reduced lunch are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service and the Child and Adult Care Food Program 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 (administered by the U.S. Department of Health and Human Services) can be combined with 21CCLC programs to serve children outside of the regular school day. In no case, however, may 21CCLC funds be used to supplant other federal activities.

USDA Food and Nutrition Services Afterschool Snacks:

<http://www.fns.usda.gov/cnd/Afterschool/default.htm>

Child and Adult Care Food Program:

http://educateiowa.gov/index.php?option=com_content&view=article&id=1460&catid=59&Itemid=2351

- ✓ An organization that receives a 21CCLC grant may use the 21CCLC funds for allowable costs only during the grant award period. Under the 21CCLC program, grantees may carry over unobligated 21CCLC funds, only from year one and year two, provided permission is granted by the Department of Education and that each participating program site named in the application is making substantial progress in implementing its 21CCLC program. The Iowa Department of Education will conduct a review to determine whether sufficient progress is being made. If the Iowa Department of Education determines that a grantee is not making substantial progress at one or more schools/sites and decides not to award the grantee all or part of the grant funds for the subsequent grant year, then the Iowa Department of Education may redistribute any unobligated funds with a special competition.
- ✓ Unexpended grant funds may **not** be carried forward in any fiscal year without prior permission of the Iowa Department of Education. **All carryover requests must be submitted before July 31, to be processed.**
- ✓ The Iowa Department of Education discourages applicants from proposing to charge fees although community learning center programs and services funded through 21CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to its financial situation. Programs that propose to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application. Any fees collected from charging to participate in the program must be tracked separately by the fiscal agent and a clear audit trail must exist from the beginning to determine separation of federal funds from fees and charges collected to participate in the program.

21CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using 21CCLC grant funds to pay for existing levels of service funded through any source.

Prioritized Eligibility for Funding

Federal funding has currently been allocated to Iowa for 21CCLC grants to programs serving elementary, middle and/or high school students. Grantees awarded a 21CCLC grant will receive a three-year grant award. Each year's annual installment of funds will be disbursed on a quarterly basis and is contingent on the availability of federal funds and receipt by the Iowa Department of Education of the state's annual allocation of federal 21CCLC program funds.

Absolute Priority: Consistent with federal legislation, the Iowa Department of Education will restrict grant awards to those applications that propose to serve primarily students who attend schools that are eligible as Title I school wide programs (40% or more of the student population is eligible to receive free or reduced price lunch).

Competitive priority will be given to applications that

- 1) propose to serve children and youth in schools designated in need of improvement (SINA) under Title I (Section 1116); *and/or*,
- 2) are jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity.

Competitive priority is defined as preference over an application of comparable merit that does not meet the criteria.

For clarification, Title I school wide eligible programs are those in which at least 40 percent of the students qualify to receive free or reduced-cost lunch through the National School Lunch Program under the United States Department of Agriculture. To satisfy this requirement, more than 80 percent of the schools in each application must meet the free and reduced-cost meals criteria, and the non-qualifying schools must be located within the same community. Please visit the Title I school wide eligible list on the DE web site to verify that the schools to be served meet these qualifications.

DETERMINATION OF AWARDS

Grant applications go through a Peer Review Process. Applications that receive the highest scores in Peer Reviews are examined by the Iowa Department of Education for statutory compliance, reporting of facts, assurances and adherence to state and federal guidelines. Final award determination depends upon successful Peer Review scores, compliance with the requirements of this application and a screening process to check the capacity of the applicant. Issues that arise during this process may render an application not fundable. The Department reserves the right to reduce the award amount for any applications. A formula may be used to determine the awards using the number of students served at each school.

All applications will be screened for eligible sites that will primarily serve students who attend schools eligible for Title I school wide eligible programs and capacity to administer the program, as follows:

- ✓ Applications from agencies and organizations other than an LEA, city, or county will be screened for capacity to administer the program based on:
 - Previous experience with grant funding at the city, county, state and/or federal level;
 - Fiscal capacity to operate the program for up to three months (cost per student x 60 program days); and
 - Evidence of a clear and documented plan of communication and linkage with the school district and school site.

All proposals will be screened for compliance with the RFA:

- ✓ include all required sections of the proposal;
- ✓ include the original signatures of the superintendent of the participating school district, the principal of each participating school, and the authorized representative of the agency submitting the application (if different); and
- ✓ comply with requirement that proposals be received by the due date.

Once the application has passed the screening stage, the quality features of the application will be the foremost criteria for selection.

Criteria and Scoring System

The initial ranking of applications will be conducted by representatives from stakeholder groups, including city and county staff, teachers, administrators, board members, parents, staff of children's service groups, before and after school program providers, private and community-based organizations, faith based organizations. Other experts may be called upon, as needed. All representatives will receive training and then review and score applications at the 21st Century Community Learning Centers Readers' Conference.

Applications will be reviewed using the scoring criteria provided in the RFA. The key concepts of the 21CCLC program, as described in this RFA, form the basis for the scoring criteria. The scoring rubric sets out categories of points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application, and then the sections are totaled. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard. Awards will be made to applications who receive the highest scores until all available funds are allocated.

Application Preparation and Submission

- ✓ Provide FOUR (4) hard copies of the application (one of these must be the original, signed copy) plus ONE (1) electronic copy in Word format. The electronic copy may be emailed (not recommended) or mailed along with the hard copies on a CD or flash drive. Please reproduce copies on white paper. Staple the application together; do not use binders, folders, sleeves, or cover letters.
- ✓ **All application copies – hard and electronic – must be received by the Department by the due date. No exceptions.** All applications should be formatted in 12-point Times New Roman or Arial font.

Determination of Award Amounts

Successful grant applications will be funded at the level requested if the program application is justified and the budget submission is realistic and well supported. Minimum awards will be made for no less than \$50,000 per application per year. Maximum awards will not exceed \$150,000 per site per year or \$300,000 per application per year. **However, the Iowa Department of Education reserves the right to fund any application at a lesser amount.** Furthermore, if funding is not sufficient to fully fund all applications that merit award, the Iowa Department of Education reserves the right to fund some or all applications at a lesser amount. Applications with scores sufficient for funding are reviewed for accuracy, budgets and compliance with the federal, state and application guidelines. Additional information may be required.

Upon execution of a signed and approved grant contract, the Iowa Department of Education will provide grantees an advance of three months funding to cover costs of summer and start-up. Additional funding requires submitting quarterly claims for reimbursement.

Award Notification

Notification of awards will be made in writing via email to applicants and posted on the Iowa Department of Education web site. Contractual grant agreements requiring signatures will follow the e-mail notice, and must be signed to finalize the award.

Grant Termination

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s). The Contract will not be exclusive. The Department will reserve the right to select other Applicants to provide services similar or identical to the Scope of Services described in this Contract during the term of this Contract in order to insure the needs of children are being met. See Appendix D covering Contractual Terms, including grant termination for additional terms of this agreement.

Unclaimed Funds Redistribution

For grantees covered under this agreement, the Iowa Department of Education reserves the right to redistribute any unclaimed grant funds at the end of each fiscal year.

Appeal Process

Any applicant for Iowa 21CCLC funds may appeal the denial of a properly submitted competitive program request for applications or the unilateral termination of a competitive program request for applications to the Director of the Department of Education. Appeals must be submitted in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Please refer to 281 IAC r. 7.5, the legal authority for this process.

RUBRIC OF SCORING CRITERIA FOR 21ST CENTURY COMMUNITY LEARNING CENTERS
NOTE: TOTAL POINTS PER ITEM NUMBER

Student Need (20 Points Possible)			
0 Points (Weak and not fundable)	1-3 Points (Minimally Acceptable)	4-7 Points (Sufficient)	8-10 Points (Extensive/Strong)
<p>2.1 The needs assessment provides no evidence of the student need for a before and/or after school program (may include weekends, holiday and summer), little evidence of the school and community resources available, and little documentation of how proposed program will address student needs (including needs of students with working families). The following required data is <u>not</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps.</p> <p>The needs assessment does not summarize the transportation, safety, and accessibility needs of students or parents.</p>	<p>The needs assessment provides minimal evidence that only minimally defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources available, and documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps.</p> <p>The needs assessment only minimally summarizes the transportation, safety, and accessibility needs of students and/or parents.</p>	<p>The needs assessment provides sufficient evidence utilizing objective data that sufficiently defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources available, and sufficiently documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps.</p> <p>The needs assessment sufficiently summarizes the transportation, safety, and accessibility needs of students and parents.</p>	<p>The needs assessment provides extensive evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources available, and convincingly documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps.</p> <p>The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents.</p>
<p>2.2 There is no evidence that external stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.</p>	<p>There is minimal evidence that a variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.</p>	<p>There is sufficient evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.</p>	<p>There is extensive evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.</p>

Project (20 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3 Points (Sufficient)	4 Points (Extensive/Strong)
<p>3.1 There is no evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section.</p>	<p>There is minimal evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section.</p>	<p>There is sufficient evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section.</p>	<p>There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section.</p>
<p>3.2 Application does not propose a variety of 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA do not appear to be of high quality. Application does not propose to provide any meal or snack.</p>	<p>Application proposes 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Quality of programming and services could be improved. Application proposes to provide students a meal or snack that does not meet USDA nutrition guidelines.</p>	<p>Application proposes high-quality 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Variety could be expanded, but is sufficient. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation.</p>	<p>Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation.</p>
<p>3.3 Application does not provide goals and objectives for the activities. No curriculum listed proposed to meet student needs.</p>	<p>Application provides minimally logical, clear, and/or measurable goals and objectives for the activities proposed to meet student needs. Vague description of curriculum.</p>	<p>Application provides sufficiently logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. Good description of curriculum used to link student need with academic goals.</p>	<p>Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. Extensive description of curriculum used to link student need with academic goals.</p>

<p>3.4 Application does not explain how programming will link to school day instruction.</p>	<p>Application minimally explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.</p>	<p>Application sufficiently explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.</p>	<p>Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.</p>
<p>3.5 The applicant has no experience in providing educational and related activities.</p>	<p>The applicant has minimal experience in providing educational and related activities.</p>	<p>The applicant has experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.</p>	<p>The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.</p>

Research Base (5 Points Possible)

<p>0 Points (Weak and not fundable)</p>	<p>1-2 Points (Minimally Acceptable)</p>	<p>3-4 Points (Sufficient)</p>	<p>5 Points (Extensive/Strong)</p>
<p>4 Application provides no evidence of a research base for the proposed activities.</p>	<p>Application provides minimal evidence of a research base for the proposed activities.</p>	<p>Application provides sufficient evidence of a strong research base for the proposed activities.</p>	<p>Application provides extensive evidence from multiple sources of a strong research base for the proposed activities.</p>

Management Plan (20 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>5.1 Application does not provide a plan to ensure effective staffing.</p>	<p>Application provides a minimally acceptable plan to ensure effective staffing, and includes few, if any, details specifically on recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming.</p>	<p>Application describes a sufficient plan to ensure effective staffing, including recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming.</p>	<p>Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming.</p>
<p>5.2 Application does not provide a plan for student transportation or plan to ensure safe and accessible facilities and services.</p>	<p>Application provides a minimal plan for safe student transportation to and from the program and home, where appropriate, and minimal detail regarding ensuring safe and accessible facilities and services.</p>	<p>Application provides sufficient detail of a plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities.</p>	<p>Application describes an extensive plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application <u>must</u> detail how students will be safely transported to and from the program and home. Application <u>must</u> detail how the applicant will ensure that programming takes place in safe and accessible facilities.</p>

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>5.3 Application does not describe the organizational and/or program leadership structure or how it will develop and engage a stakeholder advisory group.</p>	<p>Application provides minimal detail regarding the organizational and/or program leadership structure or how it will develop and engage a stakeholder advisory group.</p>	<p>Application sufficiently describes the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group.</p>	<p>Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group.</p>
<p>5.4 Application does not provide a plan for continuous program improvement and sustainability of the program following the end of 21CCLC funding, nor does it provide a description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.</p>	<p>Application provides minimal detail regarding a plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a minimal description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.</p>	<p>Application provides a sufficient plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a sufficient description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.</p>	<p>Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.</p>
Communication Plan (5 Points Possible)			
0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>6 Application does not describe the outreach strategies or activities to be employed to share evaluation and other program information.</p>	<p>Application minimally describes the outreach strategies or activities to be employed to share evaluation and other program information.</p>	<p>Application sufficiently describes the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities include the broader community, parents, youth, and partners.</p>	<p>Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities include the broader community, parents, youth, and partners.</p>

Partnerships (10 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>7.1 Application does not describe existing organizational and/or programmatic partnerships or their role in programming and/or sustainability. Missing an MOU to document each partnership.</p>	<p>Application minimally describes existing organizational and/or programmatic partnerships and their role in programming and/or sustainability. Provides an MOU to document each partnership.</p>	<p>Application sufficiently describes existing organizational and/or programmatic partnerships and their role in programming and/or sustainability. Provides an MOU to document each partnership.</p>	<p>Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability. Provides a Memorandum of Understanding (MOU) to document each partnership.</p>
<p>7.2 Application does not provide a plan for engaging partners. Missing documentation for most partnerships cited in narrative.</p>	<p>Application outlines a minimal plan for engaging partners Provides documentation (an MOU) for most partnerships cited.</p>	<p>Application outlines a sufficient plan for engaging partners, including a plan for recruiting new partners and/or maintaining those relationships with partners. Provides good documentation (an MOU) for almost every partnership cited.</p>	<p>Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. Provides comprehensive documentation (an MOU) for all partnerships cited.</p>

Evaluation (10 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>8.1 Application does not provide evidence that an evaluator is in place and does not provide evidence of the intent to provide data or program information to the state.</p>	<p>Application provides minimal evidence that an evaluator is in place and provides minimal evidence of the intent to provide data and program information to the state.</p>	<p>Application provides sufficient evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state.</p>	<p>Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested</p>

			data and program information to the state.
8.2 There is no evidence of how evaluation results will be used. The proposed evaluation procedures, if any, are not clearly aligned with the project's goals, objectives, and program activities. There is no detailed plan to make the evaluation results public in a form and language that is easily understood.	There is minimal evidence of how evaluation results will be used. The proposed evaluation procedures are somewhat aligned with the project's goals, objectives, and program activities. There is also a minimal plan to make the evaluation results public in a form and language that is easily understood.	There is sufficient evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are aligned with the project's goals, objectives, and program activities. There is also a sufficient plan, including timelines, to make the evaluation results public in a form and language that is easily understood.	There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form and language that is easily understood.
Budget Narrative (10 Points Possible)			
0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
9.1 The basis for cost estimates is not described or does not include reserved funds for evaluation access, administration, or professional development; costs are not justified as necessary and reasonable; and costs do not align with proposed activities. Funding formula was not used to calculate award.	The basis for cost estimates is described minimally; costs are justified as necessary and reasonable; and costs basically align with proposed activities. The funding formula was used to calculate award.	The basis for cost estimates is described sufficiently and includes reserved funds for evaluation, access, administration, and professional development; costs are sufficiently justified as necessary and reasonable; and costs sufficiently align with proposed activities. The funding formula was used to calculate award.	The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. The funding formula was used to calculate award.
9.2 Application does not describe how requested funds will supplement, rather than supplant, existing funding.	Application minimally describes how requested funds will supplement existing funding.	Application sufficiently describes how requested funds will supplement, rather than supplant, existing funding.	Application extensively describes how requested funds will supplement, rather than supplant, existing funding.

Align your budget with your project and management plans - failure to document this alignment could result in lost points in all areas.

APPLICATION INSTRUCTIONS:

Applications must be delivered or mailed ahead of time in order to be received by the Iowa Department of Education, no later than 4:30 p.m. (CDT), on the due date. NO EXCEPTIONS.

APPLICATION PACKAGE CHECKLIST

ITEMS MUST BE SUBMITTED IN THE FOLLOWING ORDER.

- Cover Page* (includes request for competitive priority up to 10 additional points possible)
 - Table of Contents (not scored) – fit on single page
 - Narrative Text (total possible 100)
 - Proposal Abstract (Not scored) – maximum 2 pages
 - Student Needs Assessment (20) – maximum 3 pages
 - Project (20) – maximum 3 pages
 - Research Base (5) – maximum 1 page
 - Management Plan (20) – maximum 3 pages
 - Communication Plan (5) – maximum 1 page
 - Partnerships (10) – maximum 2 pages (not including MOUs or Letters of Support)
 - Evaluation (10) – maximum 2 pages
 - Budget Narrative (10) – maximum 2 pages
 - Memoranda of Understanding or Letters of Support (not scored)
 - Required Forms (not scored)
 - Form A: Site Information
 - Form B: Assurances and Agreements*
 - Form C: Collaborative Signatories*
 - Form D1: Funding Requirements
 - Form D2: Budget Forms
 - D3: Applicant Agency Fiscal Resource Information

 - Form E: Minority Impact Statement
 - Form F: Non-Public Consultation Documentation Template (document your non-public consultation)
- Appendices C - G and the examples from previous competitions are informational.

* Authorized signature = Original signature of LEA superintendent and/or community agency/organization official authorized to commit financial and staff resources.

PAY ATTENTION TO THE LENGTH OF EACH COMPONENT. YOU CANNOT EXCEED THE MAXIMUM LENGTH. We may remove extra pages or rule the application as invalid.

OVERVIEW OF MANDATORY GRANT CONTENT AND SCORING CRITERIA

100 possible points for application narrative; 5 additional points for applications targeting students who attend a school designated SINA (School in Need of Assistance), and 5 additional points for an application submitted jointly between a school and community partner. It is the responsibility of the applicant to request competitive priority (see cover page) and to provide documentation.

*A set of specific criteria will be used to evaluate applications for funding. Each selection criterion is listed as a bulleted item. The peer reviewers of your application will use these criteria to guide their reviews. **Only applications that meet the absolute priority by serving students who come from schools designated Title I school wide eligible will be considered.** Applicants should keep the selection criteria clearly in mind as they develop their proposals and ensure that each of these criteria is addressed.*

Cover Page (found in Appendix A; Required Forms, although not scored)

- Include all information requested on these pages. The cover page should be the first visible sheet of paper in the application. No other cover or page should precede it.
- The original application must be submitted with the signature, along with three (3) additional paper copies of the application, which may be reproduced, including signatures, and one (1) electronic copy in Word format, for a total of five (5) copies. **No signature stamps are allowed.**
- All materials must be received by the due date.
- Any redesign, alterations, changes, modifications, etc... will warrant disqualification from the grant review process and eligibility.
- It is the applicant's responsibility to request and provide documentation to be considered for competitive priority. Please provide ALL requested information on the cover page.

Table of Contents (Not scored) – Please include a one-page table of contents listing the entire contents of your application, including all narrative sections, attachments, and required forms.

Application Narrative (100 total points possible for the following sections)

1. **Proposal abstract (Not scored)** – No longer than two pages in length, the abstract should include summaries of each of the narrative sections and provide documentation of competitive priority status, if being requested. Please include the number of students served, the total amount requested per year, and the total amount per student.
2. **Student Needs Assessment (20 possible points)** – Based on the first principle of effectiveness, the application must complete a needs assessment and provide results in this section.
 - 2.1 The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources available (including other accessible before and after school programming), and convincingly documents how proposed program will address student needs (including needs of students with working families). Required student need data: Title programs data available from the Iowa Department of Education and data describing achievement gaps. Please include total student population numbers in data and how many students you are proposing to serve in the 21CCLC from each school. Needs assessment should also summarize transportation, safety, and accessibility needs.
 - 2.2 Application must provide evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.

Principles of Effectiveness

The 21CCLC program puts forth sound principles of effectiveness to guide local grantees to identify and implement programs and activities that can directly enhance student learning. All 21CCLC programs must indicate how each program activity satisfies the Principles of Effectiveness described in the law. According to statute, programs must be based upon:

- 1) An assessment of objective data regarding need for the before- and after- school programs (including during summer or other periods when school is not in session) and activities in the schools and communities;
- 2) An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- 3) If appropriate, scientifically based research that provides evidence that the program or activity will help students meet State and local student academic achievement standards.

3. ***Project (20 possible points)*** – This section describes in detail the program that is proposed to meet the needs reported in the previous section.

- 3.1 Application must show evidence that proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Needs Assessment” section. Include what curriculum(s) you will use to meet your academic goals. **Provide reasonable and measurable academic goals for your program.**

- 3.2 Application must propose a variety of 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation.

- 3.3 Based on the second principle of effectiveness, goals and objectives for all activities must be described.

- 3.4 Alignment with school day instruction through relationships with school staff, alignment with state and national standards, or through the CSIP must be evidenced.

- 3.5 The eligible organization’s experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students must be described.

4. ***Research Base (5 possible points)*** – Based on the third principle of effectiveness, grantee should describe the research base, compiled from multiple sources, for proposed activities.

5. ***Management Plan (20 possible points)*** – Application should describe how it plans to meet the following requirements:

- 5.1 A plan to ensure effective staffing, including recruitment and retention of highly qualified staff, professional development, effective leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers, especially seniors, to support high-quality programming.

- 5.2 Plan for safe student transportation to and from the program, where appropriate, including home, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities.

5.3 The development and engagement of a stakeholder advisory group and organizational or program leadership structure.

Plan for continuous program improvement and sustainability of the program following the end of 21CCLC funding, including a description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.

6. **Communication Plan (5 possible points)** – Application must describe the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods’ impacts on the program. Target audiences for outreach activities must include, but are not limited to, the broader community, parents, youth, and partners.
7. **Partnerships (10 possible points)** – All partnerships included in this section should describe the impacts on the program. Partnerships can include businesses, education agencies, faith-based organizations, community-based organizations, non-profit groups, for-profit groups, and volunteers. MOUs and/or letters of support included provide detail as to the quality of partnerships.

7.1 Application must describe existing organizational and/or programmatic partnerships and the partners’ roles in programming and/or sustainability. Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. in-kind contributions).

7.2 Application must describe a plan for meaningfully engaging partners over lifetime of grant, recruiting new partners, and maintaining relationships.

8. **Evaluation (10 possible points)** – This section details the applicant’s plan for collecting and analyzing data to measure the effectiveness of program goals, activities, and partnerships. Data measures shall align, but are not limited to, those provided in the RFA.

8.1 Application must provide evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state. **Provide contact information for your local evaluator.**

8.2 Application must provide evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures must align with the project’s goals, objectives, and program activities. The application must provide a detailed plan, including timelines, to make the evaluation results public in a form and language that is easily understood.

9. **Budget Narrative (10 possible points)**

9.1 Application must provide detailed justification for each line item from Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.

9.2 Application must describe how the program seeks to supplement, rather than supplant, current funding.

Memoranda of Understanding and Letters of Support (not directly scored) – MOUs or letters of support may be included in your application as additional attachments. These items will be considered when scoring the Partnerships section of the narrative, but will be not scored

exclusively. MOUs or letters of support are required for all partners listed in the partnerships section.

Required Forms (Not scored) – These forms can be found in Appendix A of the RFA. These forms should not be altered in any way. Any redesign, alterations, changes, modifications, etc... will warrant disqualification from the grant review process and eligibility. Failure to submit required forms will automatically disqualify applicants. (See page 41 for details)