

21st Century Community Learning Centers



Solicitation for Grant Application

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Deadline for Submission
Thursday, April 2, 2009
by 2:00 P.M. (EST time)



This document is available in alternate formats upon request.

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2.0 PROPOSAL DESCRIPTION

2.1 Name of Grant Program:

21st Century Community Learning Centers

2.2 Authorization:

The passage of the *No Child Left Behind Act of 2001* (NCLB), which significantly amended the Elementary and Secondary Education Act (ESEA) to expand State and local accountability and flexibility and to stress the adoption of research-based practices, makes 21st Century Community Learning Centers possible. The program has been authorized under Title IV, Part B, in Section 4201(a) of the ESEA. (Exhibit 1)

2.3 Summary of Dates:

Dissemination: Monday, February 2, 2009

Pre-Proposal Conference and Writing Technical Assistance: Monday, February 23, 2009

Deadline for submission: Thursday, April 2, 2009

Site Visits: May 2009

Award Notification: June 2009

2.4 Purpose:

The purpose of the 21st Century Community Learning Centers (21st CCLC) is to create community learning centers that provide students with academic enrichment opportunities as well as additional services designed to complement their regular academic program. Community learning centers must also offer families of participating students, literacy instruction and related educational development. Proposed activities target students and families of students who attend schools eligible for Title I school-wide programs or schools that serve a high percentage of students from low-income families.

2.5 Required Components:

Proposals must contain the following to be considered for funding:

- a. **Extent of Need** for the Project - describes current extended learning opportunities available, needs of the identified low-performing or high-poverty schools to be served, and families of students attending such schools.
- b. **Goals, Objectives, and Milestones** - are measurable, realistic, and outcome-oriented referencing state, local or school-defined data or standards and identify the target population.

- c. **Plan of Operation** - describes how the after school, before school, and summer opportunities will be implemented.
- d. **Program Evaluation and Dissemination Plan** - describes the rigorous objective evaluation of progress towards goals, objectives and milestones, how data will be used, dissemination of such information to stakeholders, and how the results will be communicated with all stakeholders.
- e. **Management Plan** - describes the persons responsible and timeline for the implementation of the program as well as specific responsibilities assigned to each person and/or agency participating.
- f. **Adequacy of Resources** - describes the partners and support provided in-kind, financial or other types of donations.
- g. **Budget and Cost-effectiveness** - describes specific use of funds received through the grant to provide services to students and their families and provide for transportation. Budget projections for Year 3 should describe a transition toward self-sufficiency. Grantees will be funded at 100% the first year, 100% the second year, and 85% the third year of funding depending on availability of funding.

2.6 Priorities:

Priority shall be given to applications:

- a. Proposing to target services to students who attend schools that have been identified as in need of improvement under Section 1116 of the NCLB; and
- b. Submitted jointly by eligible entities consisting of:
 - (i) local school systems receiving funds under of Title I, Part A of NCLB; and
 - (ii) community-based organization or other public or private entity.

SPECIAL RULE - The State educational agency shall provide the same priority to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this priority.

2.7 Eligible Applicants:

This competition is open to local school systems, interagency, interdepartmental, community and faith-based or other private or public organizations, or a consortium of two or more of the aforementioned, proposing to provide services to students, and families of students, who primarily attend schools eligible for Title I school-wide programs or schools that serve a high percentage of students from low-income families.

2.8 Proposal Review:

The review of proposals will be a three-part process.

- a. Applications shall be submitted by the required deadline. Late applications will not be reviewed. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all submission requirements will not be reviewed.
- b. A review committee established by the Maryland State Department of Education (MSDE) will evaluate written applications. The committee will be composed of representatives from outside agencies, practitioners, and MSDE personnel. Reviewers will comment on the proposals and assign numerical scores.
- c. Applicants of proposals that receive a qualifying score must host a site visit to discuss the proposal as determined by the review committee. Site visit attendees should be limited to active participants in the proposed program. It is mandatory that all partners be in attendance at the site review.

The Maryland State Department of Education shall make final determination for awards based on the availability of funds. MSDE reserves the right to take into consideration geographic distribution when making awards.

2.9 Funding and Length of Grant Information:

Total Funds Available: \$2,000,000

Length of Grants: Three years

Estimated Number of Grants: 5 - 15

Minimum Grant Amount: \$50,000 per year

Maximum Grant Amount: \$375,000 per year

2.10 Fund Use

- a. Cost(s) incurred prior to the approval of the grant may not be funded through the award.
- b. Eligible organizations may use funds to provide activities outside of school hours that:
 - (i.) Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science;
 - (ii.) Offer students a broad array of additional services, programs, and activities, such as youth development and engagement activities, substance abuse and

alcohol prevention, service-learning, violence prevention, counseling, art, music, recreation, technology education, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

- (iii.) Offer families of students served by community learning centers opportunities for literacy instruction and related educational development.

2.11 The General Education Provisions Act (GEPA), Section 427:

Each application must develop and describe the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

2.12 Compliance with Federal, State, and Local Health and Safety Standards

Each applicant must provide evidence of compliance with federal, state, and local health and safety standards. A response to each of the following indicators is required:

- a. Describe how criminal background checks are conducted on all employees before hiring, in accordance with standards set forth in Section 5-560 *et seq.* of the Family Law Article of the Maryland Annotated Code.
- b. Describe and submit a copy of all required licenses and/or certifications for health and safety. Copies should be attached as Exhibit 6.5 and cross-referenced in your description.
- c. Describe safety record and procedures.
- d. Describe the location and environment where your services will be provided.

2.13 Reporting Requirements:

Grantees must submit:

- a. Start-up Report;
- b. Interim Progress Report;
- c. End of Year/Continuation Report and Final Progress Report;
- d. Annual Financial Report;
- e. Annual Evaluation Report;
- f. Final evaluation, encompassing all funding cycles, within 60 days of the end of the grant period; and
- g. Annual Performance Report (APR) - a federally-defined program reporting requirement.

In addition, grantees are required to host site visits as determined by MSDE, as well as, attend regularly scheduled networking meetings.

2.14 Proposals must contain the following information, assembled in the order indicated and inclusive of the requirements more specifically set forth for each in the “*Format for Presentation of Solicitation for the Grant Proposal*” section of this solicitation:

1. Proposal Cover Sheet
2. Project Abstract
3. Table of Contents
4. Project Narrative (20-page limit)
 - 4.1 Extent of Need
 - 4.2 Goals, Objectives, and Milestones
 - 4.3 Plan of Operation
 - 4.3.1 Strategies/Activities Narrative and Worksheet
 - 4.3.2 Integration of Research-Based Practices
 - 4.4 Evaluation and Dissemination Plan
 - 4.5 Management Plan/Key Personnel
 - 4.5.1 Management Plan Worksheet
 - 4.5.2 Partners Plan Worksheet
 - 4.5.3 Project Timeline
 - 4.6 Future Plans and Adequacy of Resources
5. Budget and Cost Effectiveness
 - 5.1 Line Item Listing of Budgetary Expenses
 - 5.2 Itemized Budget Form (C-1-25)
6. Exhibits. Do not append any required sections indicated above. Appendices are included below.
 - 6.1 Works Cited
 - 6.2 Letters of Commitment from all project partners, principals, and superintendents of participating schools
 - 6.3 Résumés of Key Personnel
 - 6.4 Compliance with Federal, State and Local Health and Safety Standards
 - 6.5 Signed Assurances

2.15 Submission Requirements:

- a. All pages of the project narrative must use one-inch margins and be numbered according to the prescribed numbering convention. (See “Table of Contents” Section)
- b. The project statement that appears on the cover sheet must not exceed 100 words.
- c. The abstract must not exceed one page. Line spacing may be single.
- d. Narrative must use line spacing of at least 1.5, and a type size of 12-point font.
- e. Charts may use single spacing and a type size of 10-point font. Proposals will be rejected that fail to meet this requirement.
- f. All copies of the proposal should be on standard size (8½” x 11”) paper of regular weight.
- g. Copies must be stapled in the upper left corner. Glue, spirals, wire, clasps, or any other means should not bind copies.
- h. The prescribed coversheet must be the first page of the proposal.

- i. The original coversheet must be signed in blue ink. Copies of the coversheet must not be color photocopied.
- j. Application package, excluding proposal cover sheet, table of contents, budget narrative, itemized budget form, signed assurances and appendices must not exceed 20 pages. Additional pages that exceed the 20 page limit will not be read or scored.
- k. All tables and charts must follow prescribed format as described above (e).

An unbound original proposal, together with (5) stapled copies, and an electronic copy on CD (no zip drive disk), in Microsoft Word 2003 or later version format, MUST be submitted by Thursday, April 2, 2009 by 2:00 P.M. (Eastern Standard Time) to:

Maryland State Department of Education
Division of Student, Family, and School Support
Youth Development Branch
200 West Baltimore Street, 4th Floor
Baltimore, MD 21201-2595
Attention: Kelly Coston
Phone: 410-767-0561 Fax: 410-333-8010
kcoston@msde.state.md.us

Late proposals will not be reviewed.

2.16 Technical Assistance:

The technical assistance meeting to review the proposal is **MANDATORY** for all **new applicants**. If you have previously applied for this grant (whether successful or unsuccessful), your attendance at this meeting is optional. Attendance for successful applicants is not mandatory. Applicants are encouraged to attend with a team of two members of the potential partnership.

Monday, February 23, 2009 from 9:00 a.m. – 12:00 p.m.

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
8th Floor, Conference Room 6

The technical assistance meeting agenda will discuss:

- Maryland's Vision for 21st CCLC
- How to Link After School Programs with the Regular School Day
- Grant Writing Tips
- Request for Proposal Overview
- Questions and Answers

Non-Discrimination Statement:

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact:

Equity Assurance and Compliance Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
Voice: (410) 767-0426
TTY/TDD: (410) 333-6442
FAX: (410) 767-0431

3.0 FORMAT FOR PRESENTATION OF GRANT PROPOSAL

3.1 Proposal Cover Sheet

Every proposal must have a Proposal Cover Sheet. No other page may cover the proposal cover sheet. The subsequent information must be clearly stated in the following order:

- a. Name of Applicant/Lead Agency
- b. Fiscal Agency (if different from Lead Agency)
- c. Title of project
- d. The words “21st Century Community Learning Centers”
- e. Name of contact person
- f. Address of contact person
- g. Telephone, fax, and email address of contact person
- h. Type of organization (Local School System, For-Profit, Not-for-Profit, Faith-Based, etc.)
- i. Target population
- j. Core subject focus areas
- k. Number of students served
- l. Meeting times per week
- m. Project partners
- n. Funds requested per year
- o. Cost per pupil per day
- p. Names of sites
- q. Times of Operation (After-School, Weekend, Summer, Before School, etc.)
- r. Project statement (100-word limit)
- s. Dated signature of local Superintendent of Schools/Head of Grantee Agency

The Project Cover Sheet should be printed on plain white paper and contain neither graphics nor additional information. The Project Statement should briefly describe your project's outcome(s) and strategies (i.e., what your project will do and how). Do not exceed the 100-word limit. This statement will be used in press releases, board exhibits, etc.

3.2 Project Abstract (one page limit; may single space)

The Project Abstract introduces the project to the reader. It should be factual, brief, and focused on your efforts. Do not assume the reader is familiar with your proposed project.

The Project Abstract should cover the core aspects of the proposed project, while addressing the following questions:

- a. What is the problem or the need your 21st Century Community Learning Centers program will address?
- b. What populations, schools, or geographic areas will be served by the project?
- c. What are the goals and objectives of the project? (For brevity, these should be paraphrased.)
- d. What major strategies are to be employed to address the problem?
- e. Who are the major partners, and what are their roles?

3.3 Table of Contents

The Table of Contents is an important aid for the reader. When writing your proposal and constructing your table of contents, please use the following conventions:

- a. The Proposal Cover Sheet is not numbered but is considered to be page "i" (lower case, Roman numeral one).
- b. The Project Abstract is page "ii" (lower case, Roman numeral two).
- c. Do not list the Table of Contents as one of the pages in the Table of Contents.
- d. Table of Contents page(s) is (are) numbered iii, iv, etc.
- e. The Extent of Need is the first page of the project narrative and is numbered "1". Subsequent pages are numbered consecutively.
- f. The Budget is numbered as follows: "B-1, B-2, B-3".
- g. Appendices are labeled "Appendix A, Appendix B, Appendix C."

4.0 PROJECT NARRATIVE (20 page limit, 1.5 line spacing)

The Project Narrative is your opportunity to convince readers that your project is sound and deserves to receive funding. The Project Narrative should encompass the entire life of the project. When writing the Project Narrative, keep the following suggestions in mind:

- a. Be succinct and clear. Readers need to understand quickly and easily the components of your project and how they work together to address the stated needs.

- b. Do not assume the reader is familiar with your project; readers represent diverse backgrounds. Avoid jargon, and define all acronyms.
- c. Proofread the Narrative once it is complete. Check for style inconsistencies, redundancies, factual omissions, and unexplained assumptions. A good strategy is to let someone unfamiliar with the project read and critique the proposal before you submit it to MSDE.
- d. Be as detailed as possible. Use the entire page limit to explain your project. For clarity, it is important to reference, in the body of the proposal, any supplemental information included in the appendices.

4.1 Extent of Need

15 points

A compelling proposal will have a clearly defined problem supported by a needs assessment. A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and prioritized for action in the proposal. A needs assessment should have direct input from all stakeholders in your proposed program. Strong proposals address needs articulated by the cooperating school(s), the community, and students.

Here are some suggestions for your needs assessment:

- a. Clearly state the main problem or obstacle the 21st Century Community Learning Center will address in the first paragraph.
- b. Cite research supporting your need for this project.
- c. State what data were collected to confirm the existence of the problem, the sources of the data, and the methods used to collect them (this may include information about the students and schools the 21st Century Community Learning Center will serve as well as the parents of the students that may be provided services).
- d. Present easily measured quantitative data (e.g., test scores, absentee rates, and parents' educational levels).
- e. Present qualitative data in support of quantitative data (e.g., interviews, focus groups, etc.).
- f. Use multiple data sources (teachers, students, parents, etc.).
- g. Use national or state data to establish the problem's existence outside of the local area and confirm the likelihood that in similar situations, programming beyond the school day has helped to improve the situation.
- h. Use local data to document the problem in the local area. Include relevant demographics and other statistics about each and every population you intend to serve. Include all relevant data from the Maryland School Performance Report and your local management board's needs assessment.
- i. Identify who is affected by the problem. State when and where the problem exists.
- j. Document the factors contributing to the problem.
- k. Document current or past efforts to address the problem.
- l. Show and/or explain why the current or past efforts failed or are inadequate to address the total need.
- m. Discuss the applicant's history or expertise in dealing with the problem and past

successes. If the entity does not have prior experience running an after-school, before school or summer school program for such students and families, tell why the applicant is likely to meet success in this situation.

4.2 Goals, Objectives, and Milestones

15 points

Goals, objectives, and milestones are all outcomes. Your proposal should identify three kinds of outcomes. Outcomes themselves are statements that tell how the project's target population would improve. Every outcome should describe a change in a target population. In addition, they set standards of progress towards alleviating the problems identified in the needs assessment. **Statements that describe strategies or management issues are not proper outcome statements.**

Alignment with ESEA and SEA Performance Goals

Performance Goals below. Because the goals will frame the data collected from applicants and be reported to the U.S. Department of Education and the State Education Agency (SEA) for accountability requirements, it is suggested that applicants align their goals accordingly.

SEA Performance Goals:

1. Achievement will improve for each student.
2. Instruction, curriculum, and assessment will be better aligned and understandable.
3. All educators will have the skills to improve student achievement.
4. All schools will be safe, drug-free, and conducive to learning.
5. Families will be involved in education.

ESEA Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
2. All limited English proficient students will become proficient in English
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free and conducive to learning.
5. All students will graduate from high school.

The Goal

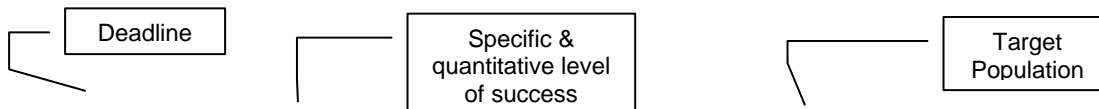
State the overall goal of your project. The goal must be measurable. The goal should address the main problem identified at the beginning of your needs assessment. While you must have at least one goal, it is possible to have multiple goals; however, the more goals you establish, the more complex your project becomes.

Goals must have long-term deadlines. Since your project covers multiple years, your goal should be set for the end of the project period.

When crafting your goals, use these reminders as a guide. Goals should:

- a. **Identify the target population.** The specific population the outcome addresses.
- b. **Be realistic.** Outcomes must be attainable. It is unrealistic to expect that all students will achieve 4.0 grade point averages. It is more realistic to expect a 10% increase each year. Unrealistic outcomes set your project up for failure and are “red-flags” for reviewers.
- c. **Be measurable.** Outcomes must demonstrate clear achievement. A good outcome statement references easily quantified indicators (e.g., test scores, absenteeism, grades, promotion rates, parental educational levels).
- d. **Have deadlines.** All outcome statements specify by when they are to be achieved.
- e. **Reference state, local, or school-defined baseline data or standards.** To determine if your goal is both reasonable and ambitious, you should include local baseline data for comparison. It is advisable to use some local test data that can be tracked.

This is an *example* of an outcome statement containing all of the above elements:



By June 2010, 70% of eighth graders in the three participating middle school sites who scored at level of *basic* on the Maryland School Assessment (MSA) in the fifth grade will pass the High School Assessment for mathematics, a 20% increase over current levels.

Objectives

Objectives are the outcomes you anticipate accomplishing for each year of the project. Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal.

It is imperative that you establish objectives for every target population your project is designed to affect. For instance, if your project intends to increase student achievement by holding family literacy classes and improving at-home learning, you should have objectives for both students and families.

This is an *example* of an objective that could be related to the above sample goal:

By 2008, 70% of the participating 6th grade students taking pre-algebra will pass with 60% receiving B or better.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and objectives are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated quarterly during the year.

Because milestones are intended to indicate progress toward an objective, each milestone must be related to an objective. Keep in mind that milestones are indicators of progress, and may not use exactly the same measurement tool as the objective to which they are related. However, the measure used should be adequate to gauge progress toward the objective. A project may take months before it can have a significant impact upon clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Don't set overly ambitious milestones.

This is an *example* of a milestone that could be related to the above sample objective:

By end of 1st quarter, 70% of participating 6th grade students will show an increase in the score of their pre-quarterly assessment.

4.3 Plan of Operation

20 points

Points for this section are awarded in two parts. Up to 15 of the 20 points are awarded for the Strategies/Activities Narrative and Worksheet and up to 5 points are awarded for the Integration of the Research-Based Practices portion. **You are expected to plan for one hour uninterrupted academic time and one hour uninterrupted enrichment time.** Additional time should be scheduled for homework completion. If you are planning a summer program only, your program must convene for at least 30 days.

4.3.1 Strategies/Activities Narrative and Worksheets (15 points) Narrative:

In the Plan of Operation, you should discuss the strategies and activities you will use to accomplish your outcomes. For this section, you should include a brief narrative introduction summarizing the major strategies you have selected to address the needs of your clients and then complete the Strategies/Activities Worksheet.

In addition, **answer the following questions** in your narrative:

- a. What evidence of experience, or promise of success, do partners in this 21st Century Community Learning Center have in providing educational and related activities that will complement and enhance the academic achievement and positive youth development of students?
- b. Describe your plans to monitor attendance. How will you address the issue of students absent from school, students with early dismissal, and notifying parents when students are absent from the program?
- c. How will students travel safely to and from the center and home? Include a transportation plan.
- d. If you will establish a target group to attend the program, how will the selection occur and invitations to attend be extended?
- e. Describe a day in your program. How will activities begin? In what activities will students participate? Provide a brief “walk-through.”
- f. If you plan to use volunteers, including qualified senior citizens, explain how they will be selected, participate, be trained, and supervised.
- g. List any issues relative to the provision of equitable participation as set forth in section 2.11. How do you plan to address these issues?
- h. How will you disseminate information about the center (including its location) to nonpublic students?
- i. Describe activities that incorporate character education. What are your plans for resiliency and relationship building opportunities that strengthen youths’ relationships with adults, their school, and community? What activities will help participants identify and avoid behaviors and situations that put them at risk?
- j. Describe activities that might involve support group counseling, mentoring, and substance abuse and/or violence prevention programming.
- k. Describe your plans to infuse service-learning activities into your program.
- l. Describe what types of services you plan to offer to the families of participating children. Discuss the relationship of these services to your project’s objectives.

Worksheets:

After you have reviewed the sections describing strategies and activities, continue to the Strategies/Activities Worksheet to compile and organize the information. You may extend or tailor the worksheet to reflect your specific Plan of Operation. A sample worksheet is presented on page 16.

Strategies:

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. The federal law authorizing 21st Century Community Learning Centers clearly states that strategies employed should be **research-based**. You should begin this section with a justification as to why and how you chose your strategies and how they will help you achieve your outcomes. Your justification **must cite research to support your strategies**. It is essential that your project include strategies for each outcome, and outcomes for each strategy.

After you have answered why and how you chose your strategies, discuss how the strategies will be adapted to fit your particular project. What specific clients (students and parents) are you targeting, and how will they use or be affected by the services your project provides? How many clients from each client group will ultimately be serviced by your project, both directly and indirectly? Explain how you estimated the number of indirect clients served.

Activities:

Activities are the specific steps you will take to accomplish the project objectives, and involve direct service to clients (students and their families). Examples include specific teacher in-services, parent nights, and mentoring sessions. They may take place on a single date (e.g., a field trip), or over a period of time (e.g., the use of an innovative curriculum).

Actions outlined in your management plan are **not** activities. While these actions are needed to facilitate direct service, they do not render direct service themselves. Examples include the purchasing of equipment, the hiring of staff, evaluation procedures, and steering committee meetings. Do **not** address the elements of your management plan in this section.

List the activities that your project will implement. Then relate each activity to a strategy. List group activities according to strategies. If necessary, discuss how the activities relate to their respective strategies. Finally, identify which clients and how many will be serviced by each activity. Once you have worked with partners to complete these tasks, advance to the worksheet.

Strategies/Activities Worksheets:

After organizing the strategies and activities, utilizing the guidance above, you are ready to complete the Strategies/Activities Worksheet. You may copy or extend the worksheet (page 17) to meet your specific 21st Century Community Learning Center program's configuration. As you complete the worksheet, review with your partners the relationship between the major strategies and supporting activities and the goals you are trying to accomplish. Recall that the goal should be directly related to the needs present in the community you are serving. There is a sample of a completed worksheet on page 16.

4.3.2. Integration of Research-based Practices and Principles of Effectiveness (5)

The law authorizing 21st Century Community Learning Centers emphasizes that programs or activities supported with these funds are supported by scientifically-based research that provides evidence that the program or activity will be successful. In a brief narrative description, share the research-based strategies you are integrating into the programming provided at the 21st Century Community Learning Center. Be sure to cite references in your narrative.

Here are some questions to take into consideration as you prepare this narrative:

- a. What is the evidence that this strategy/activity is effective?
- b. To what extent has this strategy/activity been implemented with diverse populations and/or with populations similar to the one you are proposing to serve?
- c. Is there need for professional development for staff implementing the strategy? Who will provide such professional development?
- d. How has this strategy/activity been used to address needs such as those revealed through the needs assessment of your community?
- e. Does this strategy/activity have a built-in evaluation that will help you assess the progress of participating students and families?

A sample Strategy/Activity Sheet is shown below.

Strategies/Activities Worksheet for 21st Century Community Learning Center

<p>Need to be addressed: 6th grade students at Anywhere Middle School are experiencing difficulty passing mathematics. For the last three years, nearly 30% of the 100 6th graders taking pre-algebra failed and had to repeat pre-algebra courses. In addition, only 50% of those who do pass receive a grade of a B or better. Eighty percent of these 6th grade students scored Basic and below on the Maryland State Assessment in 5th grade.</p>								
<p>Goal (related to need): By June 2010, 70% of eighth graders in the three participating middle school sites who scored at level of basic on the Maryland School Assessment (MSA) in the fifth grade, will pass the High School Assessment for mathematics, a 20% increase over current levels.</p>								
<p>Objective (marking progress toward the Goal): By 2008, 70% of the participating 6th grade students taking pre-algebra will pass with 60% receiving B or better.</p>								
<p>Strategy I: (Broad approach to be used to help achieve the Goal): Anywhere Middle School will hold a math tutorial and enrichment program 4 days a week for 3 hours a day to assist participating ninth graders. Proposed schedule:</p> <table> <tr> <td>2:45-3:10</td> <td>Snack and Social Time</td> </tr> <tr> <td>3:10-4:10</td> <td>Math Tutorial (rotate in computer lab on Tuesday and Thursday)</td> </tr> <tr> <td>4:10-4:50</td> <td>Homework and Project Time</td> </tr> <tr> <td>4:50-5:50</td> <td>Enrichment Activities (8 week rotation)</td> </tr> </table>	2:45-3:10	Snack and Social Time	3:10-4:10	Math Tutorial (rotate in computer lab on Tuesday and Thursday)	4:10-4:50	Homework and Project Time	4:50-5:50	Enrichment Activities (8 week rotation)
2:45-3:10	Snack and Social Time							
3:10-4:10	Math Tutorial (rotate in computer lab on Tuesday and Thursday)							
4:10-4:50	Homework and Project Time							
4:50-5:50	Enrichment Activities (8 week rotation)							
<ul style="list-style-type: none"> • Activity 1: All sixth graders will be invited to an “After School Open House” to learn about the activities and tutorial services to be held Monday-Thursday. Students will be allowed to attend recreational programming after attending tutorial. Students to serve as peer tutors will also be recruited at this time. 								
<ul style="list-style-type: none"> • Activity 2: “Mathemania Mondays” will be held where students may rotate through different math games to improve pre-algebra skills. 								
<ul style="list-style-type: none"> • Activity 3: Students will use the computer program “Up With Math” on Tuesdays and Thursdays to refine basic math skills. An incentive program will encourage improvement of skills. 								
<ul style="list-style-type: none"> • Activity 4: The pre-algebra teachers and selected peer tutors will work with small groups (1:5 ratio) to improve specific math skills. 								
<ul style="list-style-type: none"> • Activity 5: Students will use the library during extended library hours to complete projects. 								
<ul style="list-style-type: none"> • Activity 6: Students will complete homework in a supervised setting with a qualified teacher or volunteer in a 1:5 ratio. 								
<ul style="list-style-type: none"> • Activity 7: Students will participate in one of the following activities during recreational time (A satisfaction survey will be completed at the end of each rotation): Basketball, Destination Imagination (career awareness and exploration), Scrapbook Club, Stomp Club, Student Newspaper, Creative Writing, Chorus, Tae Kwon Do, Chess, Student Service Club. 								
<p>Milestones (to document progress toward Goal):</p> <ul style="list-style-type: none"> • Data from report cards will show the following: <ul style="list-style-type: none"> 1st qtr: 10% increase over the score of their previous quarterly assessment. 2nd qtr: 20% increase over the score of their previous quarterly assessment 3rd qtr: 25% increase over the score of their previous quarterly assessment 4th qtr: 30% increase over the score of their previous quarterly assessment <p>(A satisfaction survey will also be given quarterly.)</p>								

Strategies/Activities Worksheet for 21st Century Community Learning Center

- *Please use a separate worksheet for each Goal to be addressed with supporting Strategies and Activities. Extend the worksheet as necessary to accommodate the number of Strategies or Activities planned.*

Need to be addressed:
Goal I (related to Need):
Objective (marking progress toward Goal I):
Strategy I (supporting Goal I):
<ul style="list-style-type: none"> • Activity 1 (supporting Strategy I):
<ul style="list-style-type: none"> • Activity 2 (supporting Strategy I):
<ul style="list-style-type: none"> • Activity 3 (supporting Strategy I):
<ul style="list-style-type: none"> • Activity 4 (supporting Strategy I):
Milestones (to document progress toward Goal):

4.4 Evaluation & Dissemination Plan*15 points*

Grantees are required to submit annual evaluation reports that are consistent with the project's goal(s) and objective(s). Keep in mind that the final evaluation must include the entire project from inception to conclusion. The evaluation should not be viewed as what is done after its completion, but as an integral element in the project's planning, design, and implementation. An effective ongoing plan that evaluates milestones quarterly will enable you to make informed decisions about changes your project may need. In addition, all federally-defined program reports will be collected from program participants. You may budget to have a professional, objective evaluation of the 21st Century Community Learning Center program's effectiveness.

Evaluation & Dissemination Narrative

The topics listed below provide the basis for review of your evaluation plan, and you should address them with specificity.

- a. **Evaluation Questions:** What questions will the evaluation seek to answer, based on the project's goal and objectives, implementation plan, and anticipated outcomes? Examine the relationship between your expected outcomes, your efforts, and what is important to evaluate.
- b. **Evaluation Strategy:** What approach will be taken to find answers to the evaluation questions? What criteria will you use to assess lessons learned from the project? What populations will be included in your evaluation?
- c. **Data:** The type of data and method of data collection will depend upon the nature of the program, the questions, and the evaluation strategy. What measurement instruments will be used? How will you establish your baseline? There should be a combination of quantitative (test scores, attendance, etc.) and qualitative (surveys, interviews with parents, students, etc.) data identified. How will project staff collect data from the various sites and organizations involved in the project? When considering data collection techniques, you should ensure that the resources are sufficient to use the proposed data collection techniques.
- d. **Evaluator(s):** Specify the individuals or groups who will conduct the evaluation. What are their qualifications? What are the responsibilities of key personnel?
- e. **Budgeting of resources and staffing for evaluation:** Your application's budget should reflect sufficient funds to carry out a thorough and useful evaluation.
- f. **Dissemination:** How you will disseminate the project's findings to the major stakeholders and all individuals with an interest in your project? How and how often will you communicate with participants and their parents regarding the progress of the program and their children? Since information requirements and dissemination methods differ from stakeholder to stakeholder, be sure to provide all necessary details. Will you have a presence on the Internet and/or attend important national conferences to present lessons from your project? How and when will you provide demonstrations of your project? You may also include descriptions of the types of reports and other by-products you will produce during the course of the project.

4.5 Management Plan/Key Personnel*15 points*

Many projects fail in their management. You should submit a detailed, time-specific management plan with pre-assigned responsibilities to avoid the following common errors:

- a. Failure to submit required reports on time.
- b. Failure to regularly monitor performance of the project during implementation.
- c. Failure to start the project on time.
- d. Failure to keep adequate project documentation.
- e. Failure to assure continuity and quality of the project in light of personnel turnover.
- f. Changing the overall project from that described in the grant proposal without approval from MSDE.
- g. Submission of biased or incomplete project evaluation data.
- h. Having no approved project fiscal procedure in place.
- i. Disposal of project supplies, equipment, or other assets in unauthorized ways.
- j. Budget deviations due to unauthorized transfers from one budget category to another.
- k. Failure to manage inherent conflicts of policies, perspectives, and philosophies between project's host agency and the funder.
- l. Failure to form partnerships in which all members recognize and fulfill their clearly defined roles, responsibilities, and contributions to the project.
- m. Failure to complete the project in a timely fashion and within budget.

Present a clear discussion of your partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. It is essential that you document your partners' commitments to the project. Append letters of commitment from each, describing roles and quantifying contributions. Never assume that reviewers will automatically know a proposed partner, what that partner is capable or willing to commit to the project, or why the partner is joining with you.

Your project should have a steering committee to govern the project. Duties of the steering committee include establishing major program policies, reviewing quarterly evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in your project. (e.g., representatives from project partners, parents, principals, Board of Education). Steering committees that are too large are often non-productive. Project directors should act as advisors to the committee. The duties, members and meeting dates of the committee should be identified in this section of the project proposal.

List the staff or personnel involved in the project's implementation. What are their qualifications? Append résumés of key personnel. How much of the Project Director's time is devoted to this project? Are sufficient staff hours devoted to the project to ensure its proper implementation? What plans do you have in place to ensure the project will continue if there are problems with staff turnover?

4.5.1 Management Plan Worksheet

The Management Plan supports your implementation plan but does not contain direct service activities. Direct service activities belong in the Plan of Operation. Examples of management actions are hiring of staff, ordering equipment, developing curricula, and holding steering committee meetings. None of these actions render direct service itself, but enable direct service activities to take place.

On the Management Plan Worksheet (Exhibit 2 on page 37), in chronological order, list all major management actions necessary to implement the project during the first year of funding. (Worksheets for subsequent years will be included in your action plans for those years.) Assign an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. A well-considered management plan assigns responsibility for action to a management team member. Indicate on the worksheet who is responsible for accomplishing each action.

Requirements made by the funder, MSDE, should also be included in your management plan. These include the annual financial report, submission of progress reports to MSDE, and the final evaluation. The final report will be your final evaluation.

4.5.2 Partners Plan Worksheet

Present a clear discussion of your partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources by completing Partners Plan Worksheet (Exhibit 3 on page 38). Append letters of commitment from each partner, describing roles and quantifying contributions.

4.5.3 Project Timeline

The Project Timeline is a Gantt chart with columns representing the months of the funding cycle. A Gantt chart lists a set of tasks. It indicates the time each task is to be performed. It should contain three sections: management, implementation, and evaluation. Management tasks include hiring, purchasing, organizational meetings, presenting to boards and interest groups, etc. Implementation tasks would include promoting program, orientation, parent informational meetings, professional development activities, etc. Evaluation activities include quarterly reports, analysis of data meetings, etc.

The Gantt chart below signifies an example of a 12-month program. In month 1 of the program (not necessarily January) the project director will be hired. Teacher training sessions will occur quarterly in months two, five, eight, and eleven. A mid-year evaluation will be submitted in month six of the program.

Activity	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
Management												
Hire Project Director	X											
Implementation												
Teacher Training		X			X			X			X	
Evaluation												
Submit Mid-Year Evaluation						X						

4.6 Future Plans and Adequacy of Resources 10 points

In a narrative, thoroughly describe the plans for continuing the 21st Century Community Learning Center beyond the funding cycle. Answer these questions to develop your narrative:

- a. How will you sustain the project after funding ends?
- b. What are your plans for maintaining partnerships throughout and beyond the funding cycle?
- c. What new support may you need, or may you anticipate from community partners and others?
- d. Explain how you will continue an equal program in year 3 of the project with 85% funding provided?

5.0 Budget Narrative**10 points**

Your project's budget should detail every year of the project in a separate itemized budget for each year. Your budget should reflect that the first two years of the project will be fully funded. There is no matching requirement. In the third year of the program, 21st CCLC will fund the program at 85%. The budget narrative should demonstrate the extent to which the proposed budget is reasonable, cost-effective, and integrates other sources of funding. All costs described in the project narrative will appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Begin your budget with a narrative, justifying any line item expenses that are not obvious from the project narrative. Explain how you estimated the cost of all line items. Show how the budget is cost effective. Explain how the transportation needs of participating students will be addressed.

Immediately following your justification, include a line-item description using the format in the example below. Group line items according to the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers*. Total each category.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example "meeting expenses" can be broken down into room rental, photocopying and refreshments. There is no page limit for the budget, so be as detailed as possible.

Clearly, show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable with current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Budgets must include funds for at least two project staff members to attend a two-day annual meeting of the 21st Century Community Learning Centers Program each year of the project. You must also include funds to cover travel and lodging expenses for at least three persons to attend two national/regional training activities and other state training and administrative activities during each year of the project. Remember that grant funds cannot be used to purchase facilities or support new construction.

Use the format indicated by the following excerpt from a sample Budget Narrative.

5.1 Line Item	Calculation	Requested	In-kind	Total
Salaries & Wages				
Project Director based on SACPS salary for Admin Specialist Level 3.	Full-time @ \$40,000/year	\$20,000	\$10,000 (SACC) \$10,000 (SACPS)	\$40,000
Total Salaries & Wages:		\$20,000	\$20,000	\$40,000
Contracted Services				
Computer Trainer from ABC Computer Services.	\$200/day X 4 days	\$800		\$800
Total Contracted Services		\$800		\$800
Total Direct Costs		\$20,800	\$20,000	\$40,800
Indirect Costs (3% of direct costs)		\$624		\$624
TOTAL Requested		\$21,424	\$20,000	\$41,424

5.2 Itemized Budget Form

The following page contains the itemized budget form that must be submitted with the application. If you are having difficulties categorizing your budget, consult your financial agent. Your district's Budget Officer or Chief Financial Officer and the Superintendent or designee must sign this form, if applicant is a Local Education Agency (LEA). If the applicant is not an LEA, the Chief Financial Officer or designee must sign item budget form.

**Maryland State Department of Education
Grant Budget C-1-25**

ORIGINAL GRANT BUDGET	<input type="text"/>	AMENDED BUDGET #	<input type="text"/>	REQUEST DATE	<input type="text"/>
GRANT NAME	<input type="text"/>	GRANT RECIPIENT NAME	<input type="text"/>		
MSDE GRANT #	<input type="text"/>	RECIPIENT GRANT #	<input type="text"/>		
REVENUE SOURCE	<input type="text"/>	SCHOOL NAME	<input type="text"/>		
FUND SOURCE CODE	<input type="text"/>	GRANT PERIOD	<input type="text"/>		

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 Gen. Support							
Prog. 22 Business Support							
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.							
Prog. 03 Career & Tech Prog.							
Prog. 04 Gift. & Talented Prog.							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.							
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges							
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval	<input type="text"/>			
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<input type="text"/>			
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	<input type="text"/>			
	Name	Signature	Date	Telephone #

6.0 Exhibits

The following Appendices must be included but do not apply to the page limit of the Project Narrative. Do not include any additional appendices.

6.1 Works Cited

Use a standard format such as MLA or Chicago Manual of Style. Be consistent.

6.2 Letters of Commitment

Letters of commitment are required from all project partners, school principals, and local education agencies participating in the project. A good letter should contain the following:

- a. A statement acknowledging and supporting the goal(s) and objectives of the project.
- b. The participant's expected gains from the project.
- c. The expertise, resources and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified.
- d. A clear statement detailing the roles, responsibilities, and capabilities of the partners.
- e. A clear statement that the partners intend to continue the partnership beyond the grant period.

Letters of commitment should be addressed to the superintendent or head of the grantee agency acting as the lead agency. Letters should not be addressed to MSDE. All letters should be included in the proposal and not sent directly to MSDE. **Any letters sent directly to MSDE cannot be appended to the proposal.**

6.3 Résumés of Key Personnel

Include a **one-page** résumé for each person playing a key role in your project such as those described in the management plan. Only information relevant to the project should be included in the résumé.

6.4 Compliance with Federal, State, and local health and safety standards

Include a copy of all required licenses and/or certifications for health and safety.

6.5 Signed Assurances

The following pages contain the assurances that must be signed and dated by the Superintendent of your school system or the head of your grantee agency. Please read all assurances carefully. These assurances dictate financial requirements that must be adhered to by the grantee. Funds will not be disbursed until and unless a signed copy of these assurances are received by MSDE.

Assurances



By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education may, as it deems necessary, supervise, evaluate, and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failure of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth as 34 CFR Part 76 & 80 and in applicable State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the timely submission of progress reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving \$500,000 or more of federal funds need to have an annual financial and compliance audit in accordance with OMB Circular A-133 or A-128, whichever is applicable.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Project Monitor before implementing any programmatic changes with respect to the purpose for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Project Monitor for any budgetary realignment of \$1000 or 15% of total object and/or total category of expenditure, whichever is greater. Grantee must support the request with reasons for the change. Requests for budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions must be submitted at least 45 days prior to the end of the grant period.



Assurances (cont'd)

10. Grantee shall repay any funds that have been finally determined through the Federal or State audit resolution process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the Federal and/or State government.
11. If the grantee fails to fulfill its obligation under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due grantee.
12. 21st Century Community Learning Center funds will be used only to supplement, and not supplant, other federal, state, and local funds the school or grantee agency would otherwise receive.
13. Grantee must ensure that programming will take place in a safe and easily accessible facility. The facility must be at least as available and accessible as the school that participating students attend.
14. The program was developed and will be carried out in active collaboration with the schools students attend.
15. Proposed activities target students, and families of students, who attend schools eligible for Title I school wide programs or schools that serve a high percentage of students from low-income families.
16. The community was given notice of the intent to submit an application and its public availability, and the grantee will likewise make any waiver request of the application publicly available after submission.
17. Intellectual Property Infringement: The Sub-grantee agrees to indemnify and save harmless the MSDE, its officers, agents and employees with respect to any claim, action, cost or judgment for patent infringement, or trademark or copyright violation arising out of purchase or use of any designs, materials, process construction supplies, equipment, services or other work covered by this Grant.
18. Indemnification: The MSDE shall not assume any obligation to indemnify, hold harmless, or pay attorneys' fees that may arise from or in any way be associated with the performance of operation of this Grant. The Sub-grantee shall reimburse, indemnify, and hold harmless MSDE for all loss to MSDE arising from the negligence of the Sub-grantee in the performance of this Grant and for a loss to MSDE resulting from the non-performance thereof.

Assurances (cont'd)



19. Assignment: Assignment of this Grant award, in whole or in part, and/or the use of a sub-grantee without the express written permission of the Department may be cause for the Department to declare the Sub-grantee in default.

20. Responsibility for Claims and Liability: It is understood and agreed that MSDE shall not be liable in any action of tort, contract or otherwise for any actions of Sub-grantee arising out of this Grant award. Sub-grantee shall be responsible for all damage to life and property due to its activities or those of its agents or employees, in connection with the services required under this Grant. It is expressly understood that Sub-grantee shall indemnify and save harmless MSDE, its officers, agents, and employees from and against all claim, suits, judgments, expenses, actions, damages and costs of every name and description, including reasonable attorney's fees, arising out of performance of this Grant.

21. Any exposure including but not limited to advertisement, or publication of the grantee's project must include the following statement: "This project was made possible by a grant from the Maryland State Department of Education and the 21st Century Community Learning Center program." Grantee must notify MSDE thirty days prior to any event related to 21st Century Community Learning Center projects or events that may or may not include the media.

22. Dissemination of Information: Sub-grantee shall not release any information related to services or performance of the services under this Grant award nor publish any final reports or documents without the prior written approval of MSDE. Sub-grantee shall indemnify and hold harmless the State and MSDE, its officers, agents and employees, from all harm which may be incurred by reason of dissemination, publication, distribution or circulation, in any manner whatsoever, of any information, data, documents, or materials pertaining in any way to this Grant by Sub-grantee, its agents or employees.

23. Other Provisions: Both parties are bound to and will abide by all terms and conditions of the solicitation for grant application, sub-grantee proposal, and assurances.

I accept the assurance, and certify that all of the facts, figures, and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Corporate Officer/Authorized Agent
(Print)

Superintendent of Schools/Corporate Officer/Authorized Agent

Date

Exhibit 1

TITLE IV, PART B — 21st Century Community Learning Centers

SEC. 4201. PURPOSE; DEFINITIONS.

(a) **PURPOSE-** The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that--

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

(b) **DEFINITIONS-** In this part:

(1) **COMMUNITY LEARNING CENTER-** The term 'community learning center' means an entity that--

(A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and

(B) offers families of students served by such center opportunities for literacy and related educational development.

(2) **COVERED PROGRAM-** The term 'covered program' means a program for which--

(A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

(B) the grant period had not ended on that date of enactment.

(3) **ELIGIBLE ENTITY-** The term 'eligible entity' means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.

(4) **STATE-** The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 4202. ALLOTMENTS TO STATES.

(a) **RESERVATION-** From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve--

- (1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);
- (2) not more than 1 percent for national activities, which the Secretary may

carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and

(3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS-

(1) DETERMINATION- From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.

(2) REALLOTMENT OF UNUSED FUNDS- If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this section.

(c) STATE USE OF FUNDS-

(1) IN GENERAL- Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.

(2) STATE ADMINISTRATION- A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for--

(A) the administrative costs of carrying out its responsibilities under this part;

(B) establishing and implementing a peer review process for grant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and supervising the awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

(3) STATE ACTIVITIES- A State educational agency may use not more than 3 percent of the amount made available to the State under subsection (b) for the following activities:

(A) Monitoring and evaluation of programs and activities assisted under this part.

(B) Providing capacity building, training, and technical assistance under this part.

(C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.

(D) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards under this part.

SEC. 4203. STATE APPLICATION.

(a) IN GENERAL- In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that--

(1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

(2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;

(3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve--

(A) students who primarily attend--

(i) schools eligible for school-wide programs under section 1114;

or

(ii) schools that serve a high percentage of students from low-income families; and

(B) the families of students described in subparagraph (A);

(4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;

(5) describes how the State educational agency will ensure that awards made under this part are--

(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and

(B) in amounts that are consistent with section 4204(h);

(6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;

(7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;

(8) contains an assurance that the State educational agency--

(A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and

(B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;

(9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;

(10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;

(11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer school) programs, the heads of the State health and mental health

agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;

(12) describes the results of the State's needs and resources assessment for before and after school activities, which shall be based on the results of on-going State evaluation activities;

(13) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum--

(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and

(B) public dissemination of the evaluations of programs and activities carried out under this part; and

(14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

(b) **DEEMED APPROVAL-** An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

(c) **DISAPPROVAL-** The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.

(d) **NOTIFICATION-** If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall--

(1) give the State educational agency notice and an opportunity for a hearing; and

(2) notify the State educational agency of the finding of noncompliance, and, in such notification, shall--

(A) cite the specific provisions in the application that are not in compliance; and

(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

(e) **RESPONSE-** If the State educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of--

(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

(2) the expiration of the 120-day period described in subsection (b).

(f) **FAILURE TO RESPOND-** If the State educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

(a) IN GENERAL- A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.

(b) APPLICATION-

(1) IN GENERAL- To be eligible to receive an award under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

(2) CONTENTS- Each application submitted under paragraph (1) shall include-

(A) a description of the before and after school or summer recess activities to be funded, including--

(i) an assurance that the program will take place in a safe and easily accessible facility;

(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and

(iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;

(B) a description of how the activity is expected to improve student academic achievement;

(C) an identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;

(D) an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;

(E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);

(F) an assurance that the program will primarily target students who attend schools eligible for school-wide programs under section 1114 and the families of such students;

(G) an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;

(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;

(I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

(J) a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and

positive youth development of the students;

(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;

(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;

(M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and

(N) such other information and assurances as the State educational agency may reasonably require.

(c) APPROVAL OF CERTAIN APPLICATIONS- The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

(d) PERMISSIVE LOCAL MATCH-

(1) IN GENERAL- A State educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.

(2) SLIDING SCALE- The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account--

(A) the relative poverty of the population to be targeted by the eligible entity; and

(B) the ability of the eligible entity to obtain such matching funds.

(3) IN-KIND CONTRIBUTIONS- Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.

(4) CONSIDERATION- Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.

(e) PEER REVIEW- In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications.

(f) GEOGRAPHIC DIVERSITY- To the extent practicable, a State educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.

(g) DURATION OF AWARDS- Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.

(h) AMOUNT OF AWARDS- A grant awarded under this part may not be made in an amount that is less than \$50,000.

(i) PRIORITY-

(1) IN GENERAL- In awarding grants under this part, a State educational agency shall give priority to applications--

(A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116; and

- (B) submitted jointly by eligible entities consisting of not less than 1--
 - (i) local educational agency receiving funds under part A of title I; and
 - (ii) community-based organization or other public or private entity.

(2) SPECIAL RULE- The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

SEC. 4205. LOCAL ACTIVITIES.

(a) AUTHORIZED ACTIVITIES- Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including--

- (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- (2) mathematics and science education activities;
- (3) arts and music education activities;
- (4) entrepreneurial education programs;
- (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- (6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
- (7) recreational activities;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) programs that promote parental involvement and family literacy;
- (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- (12) drug and violence prevention programs, counseling programs, and character education programs.

(b) PRINCIPLES OF EFFECTIVENESS-

(1) IN GENERAL- For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall--

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

(2) PERIODIC EVALUATION-

(A) IN GENERAL- The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.

(B) USE OF RESULTS- The results of evaluations under subparagraph (A) shall be--

(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and

(ii) made available to the public upon request, with public notice of such availability provided.

SEC. 4206. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated--

(1) \$1,250,000,000 for fiscal year 2002;

(2) \$1,500,000,000 for fiscal year 2003;

(3) \$1,750,000,000 for fiscal year 2004;

(4) \$2,000,000,000 for fiscal year 2005;

(5) \$2,250,000,000 for fiscal year 2006; and

(6) \$2,500,000,000 for fiscal year 2007.

Exhibit 2

Management Plan Worksheet

Action Description	Date	Person Responsible
<i>Brief Description #1</i>		<i>Name or Position</i>
Funder's Requirements		
Start-up Report Due	<i>2 weeks after first 30 days of program</i>	<i>Name or Position</i>
Mid-year Progress Report Due	<i>Mid-year of program</i>	<i>Name or Position</i>
Final Evaluation Report	<i>End of Year</i>	<i>Name or Position</i>
Financial Report Due	<i>Due date on grant</i>	<i>Name or Position</i>
Annual Evaluation Due	<i>End of Year</i>	<i>Name or Position</i>

Exhibit 3

Partners Worksheet

Partner	Role in the Project	Goal or Objective this Partnership will Help to Meet	Benefit You Expect to Receive	Specific Contributions of Partner