

21st Century Community Learning Center Grant Application Absolute and Competitive Priorities - 2016-2017

- **Absolute Priority (Minimum Requirement)**
 - Percentage of students from schools eligible for school-wide programs under Title I (schools with at least 40% poverty) targeted by 21st Century Community Learning Centers
- **Competitive Priorities (Additional Points)**
 - Proposed program will serve students attending a Title I Priority or Focus school.
 - Program plan is submitted jointly by an LEA and at least one public or private eligible community organization
 - The program plan was developed in collaboration with interagency or community councils, adult and community education, community-based organizations, and parents and students who may be receiving services in the out-of-school program
 - The program serves middle or junior high school students from schools eligible under the absolute priority
 - The program serves high school students from schools eligible under the absolute priority
 - The program plan includes a supervisory role for at least one licensed teacher with appropriate endorsement in secondary, elementary or early childhood according to the grade levels of the students to be served
 - The program operates five (5) days a week at least three (3) hours a day and an alternate site is identified in case the center site becomes temporarily unavailable
 - The proposed program serves Pre-Kindergarten and/or Kindergarten students from schools eligible under the absolute priority

21st Century Community Learning Center Grant Application Absolute and Competitive Priorities - 2018-2019

- **Absolute Priority (Minimum Requirement)**
 - Percentage of students from schools eligible for school-wide programs under Title I (schools with at least 40% poverty) targeted by 21st Century Community Learning Centers
- **Competitive Priorities (Additional Points)**
 - **ALL proposed program site(s):**
 - The program operates 10 hours a week and 32 weeks during the school year and an alternate site is identified in case the center site becomes temporarily unavailable
 - The program plan includes a supervisory role for at least one licensed teacher with appropriate endorsement in secondary, elementary or early childhood according to the grade levels of the students to be served
 - **The program will offer a healthy snack**
 - **At least ONE or more of proposed program site(s):**
 - Program plan is submitted jointly by an LEA and at least one public or private eligible community organization
 - The program plan was developed in collaboration with interagency or community councils, adult and community education, community-based organizations, and parents and students who may be receiving services in the out-of-school program
 - The program operates five (5) days a week at least three (3) hours a day and an alternate site is identified in case the center site becomes temporarily unavailable
 - Proposed program will serve students attending a **Turnaround school** or Title I Priority or Focus school
 - **The proposed program operates in a rural county (see map)**
 - **The proposed program will serve students from a school with an intergenerational poverty (IGP) enrollment rate of 10% or more - <https://jobs.utah.gov/edo/intergenerational/data/index.html>**
 - The program serves middle or junior high school students from schools eligible under the absolute priority
 - The program serves high school students from schools eligible under the absolute priority

**21st Century Community Learning Center Grant Application Questions
2016-2017**

1. Needs Assessment – Part I Data

- Number of proposed program sites
- Number of proposed program sites that are school-based
- Number of proposed program sites that are community-based
- Total number of students to be served this coming fiscal year
- Total number of families to be served this coming fiscal year
- Percentage of participating students who are below basic or below proficient in Reading/Language Arts
- Percentage of participating students who are below basic or below proficient in Math
- Percentage of participating students to be served with either IEPs or 504 plans
- Percentage of participating students who are identified as having English as a Second Language (ESL)
- Percentage of participating students suspended or expelled in the prior year
- Percentage of participating students whose school district is identified as in need of improvement
- Anticipated annual instruction time per student (hours per day and number of days per year)
- Location of proposed program site(s) is Rural: Yes/No
- Location of proposed program site(s) is Suburban: Yes/No
- Location of proposed program site(s) is Urban: Yes/No
- Program activities will be held before school: Yes/No
- Program activities will be held after school: Yes/No
- Program activities will be held in the summer: Yes/No
- The program will serve elementary school students: Yes/No
- The program will serve middle school students: Yes/No
- The program will serve high school students: Yes/No
- Other:

1. Needs Assessment – Part II Narrative

Include factors that place students and families at risk of educational failure. Include a description of the process used in gathering the data for the assessment. Describe how the proposed program will remedy the risk factors for each target population. Include an inventory of existing resources and services related to the needs described.

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<p>2. Project Design List all sites where program activities will be held. Provide a description of your intended 21st Century program including: (a) Purpose and services to students, parents, families (b) Strategies for achieving project goals (c) Recruitment strategies (d) Expected project outcomes (e) Indicators of program success. Describe how the proposed project is related to Utah 21st CCLC performance goals and indicators. Explain how the planned academic enrichment is tied to the Utah Core Standards and to the Local Education Agency's (LEA) planning tool in the Utah Consolidated Application.</p> <p>3. Alignment with District Planning Tool on the UCA How is this grant supported by the Local Education Agency (LEA) from which the majority of your students attend? Describe joint planning that occurred between the LEA and community-based organization. Include alignment information between proposed project goals and your district's goals on the UCA.</p> <p>4. Academic Achievement Describe how the proposed program/activities are expected to improve student achievement. Describe past experience/success in providing educational and related activities that complement and enhance academic performance, achievement and positive youth development of students.</p> <p>5. Partnership Commitment Identify the primary applicant name, organization type (LEA, community based, faith based, other) and the names of the contact people, their role, work/home phone, email address. Identify partner organizations and contact person's name, phone and email address. Explain responsibilities of each partner organization. Explain the collaboration that occurred while developing this partnership and the outcomes that were agreed to by all partners.</p> <p>6. Timeline What is your program implementation timeline for the upcoming fiscal year? Explain how the timeline proposed is practical, realistic, and adequate to ensure that the requirements of the grant and the needs of the community are met.</p>	<p>2. Project Design List all sites where program activities will be held. Provide a description of your intended 21st Century program including: (a) Purpose and services to students, parents, families (b) Strategies for achieving project goals (c) Recruitment strategies (d) Expected project outcomes (e) Indicators of program success. Describe how the proposed project is related to Utah 21st CCLC performance goals and indicators. Explain how the planned academic enrichment is tied to the Utah Core Standards and to the Local Education Agency's (LEA) planning tool in the Utah Consolidated Application.</p> <p>3. Alignment with District Planning Tool on the UCA How is this grant supported by the Local Education Agency (LEA) from which the majority of your students attend? Describe joint planning that occurred between the LEA and community-based organization. Include alignment information between proposed project goals and your district's goals on the UCA.</p> <p>4. Academic Achievement Describe how the proposed program/activities are expected to improve student achievement. Describe past experience/success in providing educational and related activities that complement and enhance academic performance, achievement and positive youth development of students.</p> <p>5. Partnership Commitment Identify the primary applicant name, organization type (LEA, community based, faith based, other) and the names of the contact people, their role, work/home phone, email address. Identify partner organizations and contact person's name, phone and email address. Explain responsibilities of each partner organization. Explain the collaboration that occurred while developing this partnership and the outcomes that were agreed to by all partners.</p> <p>6. Timeline What is your program implementation timeline for the upcoming fiscal year? Explain how the timeline proposed is practical, realistic, and adequate to ensure that the requirements of the grant and the needs of the community are met.</p>
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<p>7. Travel Describe how students participating in the proposed program will travel safely to and from the center(s) and the home. Include contingency arrangements.</p> <p>8. Program Communication and Management Describe how the management plan is designed to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Include titles, roles and responsibilities of all key staff associated with the proposed program. Explain how information about the proposed program will be disseminated to the community in a manner that is understandable and accessible. Include a description of the steps that will be taken to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs (GEPA Section 427). Include a plan to address issues of recruitment and retention of highly qualified staff, including appropriately qualified senior volunteers if the program will be using volunteers.</p> <p>9. Professional Development A description is included of the quality staff development planned and scheduled throughout the first year and outlined for successive years of the program.</p> <p>10. Program Evaluation Describe how the project evaluation plan includes the use of objective performance measures that are clearly related to the Utah 21st CCLC performance goals and indicators and other measures that are tied to the individual goals and objectives stated in the program design description of this application. Include clear benchmarks to monitor progress towards specific objectives. Describe how the proposed program activities will meet the principles of effectiveness. Include in your evaluation description a commitment to participate in the annual Profile and Performance Information Collection Systems (PPICS) and Utah Afterschool Program Quality Assessment and Improvement Tool (Quality Tool) assessments. Include a description of how the results of the program evaluation will be used to inform continuous program improvement, and a description of the plan to share progress results with stakeholders.</p>	<p>7. Travel Describe how students participating in the proposed program will travel safely to and from the center(s) and the home. Include contingency arrangements.</p> <p>8. Program Communication and Management Describe how the management plan is designed to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Include titles, roles and responsibilities of all key staff associated with the proposed program. Explain how information about the proposed program will be disseminated to the community in a manner that is understandable and accessible. Include a description of the steps that will be taken to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs (GEPA Section 427). Include a plan to address issues of recruitment and retention of highly qualified staff, including appropriately qualified senior volunteers if the program will be using volunteers.</p> <p>9. Professional Development A description is included of the quality staff development planned and scheduled throughout the first year and outlined for successive years of the program.</p> <p>10. Program Evaluation Describe how the project evaluation plan includes the use of objective performance measures that are clearly related to the Utah 21st CCLC performance goals and indicators and other measures that are tied to the individual goals and objectives stated in the program design description of this application. Include clear benchmarks to monitor progress towards specific objectives. Describe how the proposed program activities will meet the principles of effectiveness. Include in your evaluation description a commitment to participate in the annual 21 APR federal reporting system and Utah Afterschool Program Quality Assessment and Improvement Tool (Quality Tool) assessment and/or observation tool. Include a description of how the results of the program evaluation will be used to inform continuous program improvement, and a description of the plan to share progress results with stakeholders.</p>
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11. Principles of Effectiveness

Describe how the proposed program activities will meet the principles of effectiveness:

- a. Activities are 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. Activities are 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.

12. Budget/Allocation of Resources/Costs/Budget Integration

Include an explanation for each proposed expenditure and how each expenditure aligns with your goals in an efficient and effective manner. Explain how the stated costs reflect careful planning for the estimated number of persons, including families, to be served by the project, as well as the anticipated results and benefits of the program.

13. Continuation

Describe how the program will continue with the same level of service as funds are reduced in the fourth and fifth years and include a discussion of sustainability for the project after the grant has ended. Include a listing of Federal, State and local programs that will combine or coordinate with the proposed program to make the most effective use of public resources.

14. Private School Consultation

Students who attend private or charter schools in the area to be served by the proposed program are eligible to participate. If any private or charter schools are located in the area to be served, the applicant is expected to consult with the private or charter school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to private school students. Are any private or charter schools located in the area to

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14. Private School Consultation – align with ESSA

Students who attend private or charter schools in the area to be served by the proposed program are eligible to participate. If any private or charter schools are located in the area to be served, the applicant is expected to consult with the private or charter school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to private

<p>be served by the proposed program? If yes, list all private or charter schools that were consulted but DECLINED the opportunity to have their students participate. List the name, title and phone number of the school that was consulted. List the date(s) and type(s) of consultation (e.g., face-to-face meeting, email, fax, telephone call, letter, etc.).</p> <p>15. STEM How will your proposed program integrate STEM (Science, Technology, Engineering, and Math)? What partnerships and curriculum will you utilize? How will you approach your school staff and administration to cultivate a meaningful and successful STEM partnership?</p> <p>16. Inclusion How will your team ensure that students with disabilities are included in all of your proposed program activities? Describe your planned coordination with school administrators and teachers to ensure collaboration for students with disabilities in your inclusive environment.</p> <p>17. College and Career Readiness Describe your plans to incorporate college/career readiness into your proposed program design. Be specific as you describe activities, curriculum, and programs that will enhance students' awareness and preparation for college/post-secondary endeavors.</p> <p>18. Family Engagement Describe your plans to strategically engage family members in your program. Include: (1) Plans to offer "educational or related services" as required by the grant; (2) Detailed strategies to involve family members in supporting the academic achievement and social/emotional well-being of their students; (3) Specific strategies to address chronic absenteeism; (4) Other methods by which family members can support their students during the school day and in the 21st CCLC program.</p>	<p>school students. Are any private or charter schools located in the area to be served by the proposed program? If yes, list all private or charter schools that were consulted but DECLINED the opportunity to have their students participate. List the name, title and phone number of the school that was consulted. List the date(s) and type(s) of consultation (e.g., face-to-face meeting, email, fax, telephone call, letter, etc.).</p> <p>15. STEM or STEAM How will your proposed program integrate STEM (Science, Technology, Engineering, and Math) or STEAM (Science, Technology, Art, Engineering, and Math)? What partnerships and curriculum will you utilize? How will you approach your school staff and administration to cultivate a meaningful and successful STEM partnership?</p> <p>16. Inclusion How will your team ensure that students with disabilities are included in all of your proposed program activities? Describe your planned coordination with school administrators and teachers to ensure collaboration for students with disabilities in your inclusive environment.</p> <p>17. College and Career Readiness Describe your plans to incorporate college/career readiness into your proposed program design. Be specific as you describe activities, curriculum, and programs that will enhance students' awareness and preparation for college/post-secondary endeavors.</p> <p>18. Family Engagement Describe your plans to strategically engage family members in your program. Include: (1) Plans to offer "educational or related services" as required by the grant; (2) Detailed strategies to involve family members in supporting the academic achievement and social/emotional well-being of their students; (3) Specific strategies to address chronic absenteeism; (4) Other methods by which family members can support their students during the school day and in the 21st CCLC program.</p>
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