

**Alaska**

**Nita M. Lowey**

**21st Century Community Learning Centers**

**REVISED REQUEST FOR APPLICATIONS**

**FY21**

**Due Friday, May 15, 2020**

**~~Due Friday, April 17, 2020~~**

**Contact:**

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Juneau, Alaska

Electronic copy of this RFA available on the [DEED Forms Page](https://education.alaska.gov/forms), Form # 05-20-040

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# Section I: Key Application Submission Information

### Application Submission REVISED

The complete application package must be received by the Alaska Department of Education & Early Development in the format, manner, and quantity described below no later than 1:00 PM Alaska Time on Friday, ~~April 17, 2020~~ May 15, 2020:

* One single electronic PDF file
* Dropped off for [jessica.paris@alaska.gov](mailto:jessica.paris@alaska.gov) using [ZendTo](https://drop.state.ak.us/drop/), the State of Alaska’s internet-based secure file transfer service that can accommodate large files up to 8 GB

The Alaska Department of Education & Early Development (DEED) will need eight paper copies of the application package to complete the review process. Applicants have two options for how those copies will be provided:

**Reviewer Copies Option 1: Using the single electronic PDF File, DEED will print**

* eight copies
* in black-and-white only
* on 8.5 x 11 white paper
* of the entire electronically-submitted application package (from cover page through allowable appendices)
* Note: Applicants using Option 1 are strongly encouraged 1) not to scan their entire application to create the single PDF file (instead, use a PDF editor to create a single PDF from multiple files) and 2) to do a test print

**Reviewer Copies Option 2: The applicant can opt to provide DEED**

* eight copies
* in black-and-white or color ink
* on 8.5 x 11 white paper
* of the entire electronically-submitted application package (from cover page through allowable appendices)
* If mailing, the applicant should use the following address:

**ATTN: Jessica Paris**

**Alaska Department of Education & Early Development**

**P.O. Box 110500**

**Juneau, Alaska 99811-0500**

* If using a delivery service, please take note of DEED’s physical address:

**801 West 10th Street, Ste. 200**

**Juneau, Alaska**

* Copies must arrive no later than 1:00 PM Alaska Time on Friday, April 17, 2020.
* Do not use spiral binding, folders, or binders to bind applications. Use staples or clips.
* Note: Even if using Option 2, the applicant must still ZendTo the electronic PDF file as indicated above.

**To upload and submit a file using ZendTo:**

* Go the State of Alaska ZendTo homepage
* Select the “Drop-off” button
* Select the “No” button to indicate you have not been given a Request Code
* Add your name, organization, and email address
* Confirm you are not a robot
* Select the “Send Confirmation” button
* Go to the email account you provided, find the email message from ZendTo, and click the link provided
* In the “Add Recipients” window, in the “Name” field enter Jessica Paris; in the email field enter [Jessica.paris@alaska.gov](mailto:Jessica.paris@alaska.gov); click the “Add & Close” button
* In the next window, select the “Click to Add Files” button to select your file or else simply drag the file to the window. Do **not** select the “encrypt” option and do not uncheck any of the pre-selected boxes to the right.
* When you see your file under “Filename” near the bottom of the window, select the “Drop-off Files” box
* A window titled “Drop-Off Summary” will appear to indicate your files have been sent successfully.

**Reminders to applicants**

* Applications that do not meet the specifications listed in this Request for Applications (RFA) may not be reviewed.
* The application, including the Appendices, must be submitted via ZendTo as a single electronic PDF. Do not send multiple files. Use a PDF editor to create a single PDF from multiple files.
* Do not attach any additional support materials beyond what is identified as acceptable appendices. Excess materials will be discarded.
* Applications submitted late, faxed, and/or severely incomplete will not be reviewed.

All proposals must be submitted in the format specified in this RFA. Submission of a proposal indicates acceptance by the applicant of the appropriate federal and state administrative conditions. All applicants submitting applications in a timely manner will receive a **Grant Application Receipt Acknowledgment** by email.

**Direct questions to:**

Jessica Paris • [jessica.paris@alaska.gov](mailto:jessica.paris@alaska.gov) • 907-465-8716

**Electronic copy of this RFA available on the** [**DEED Forms Page**](https://education.alaska.gov/forms)**, Form # 05-20-040**

### Timeline REVISED

RFA Released…………………………………………………February 21, 2020

Technical Assistance Webinar #1 for **New** Applicants………February 26, 2020

Technical Assistance Webinar #2 for **All** Applicants…….... February 27, 2020

**Intent to Apply Form Due**……………………………….…..March 10, 2020

**Grant Application Due**…………………………………….. ~~April 17, 2020~~ **May 15, 2020**

Notice of Intent to Award…………………………………….. ~~May 27, 2020~~ **TBD**

Appeal Period Ends…………………………………………...~~June 25, 2020~~ **TBD**

Grant Funding Begins…………………………………………July 1, 2020 **(Projected)**

### Technical Assistance REVISED

The Alaska Department of Education & Early Development (DEED) offers technical assistance resources and opportunities to support applicants. These technical assistance opportunities will provide prospective applicants tools to assess their eligibility, and provide targeted assistance tailored to both new and existing grantees to strengthen their applications. It is the department’s experience that successful grantees have taken advantage of the variety of technical assistance offerings provided to refine their applications.

**DEED 21st CCLC Webpage**

Our [21st CCLC webpage](http://education.alaska.gov/21cclc/) has a variety of resources available to interested applicants, such as Alaska education data, evaluation technical assistance, external organization partner pool participants, guidance documents, and links to national websites and publications of interest.

**Technical Assistance Webinars:**

DEED will offer two optional online technical assistance webinars, one aimed at new applicants and the other for all applicants. Participants will be able to connect to the webinar audio using their telephone if unable to access it by computer, though participating via computer is strongly advised. Any participant should email [Jessica Paris](mailto:jessica.paris@alaska.gov) by noon on February 21, 2020 if they have a visual or auditory impairment that requires accommodation for them to participate in the optional webinar technical assistance. Plans are for both webinars to be recorded, transcribed to make them accessible for anyone with an impairment that requires accommodation, and then posted on the DEED webpage within two to three weeks of their occurrence.

Both webinars will use the same connection information:

[Link to WebEx webinar](https://stateofalaska.webex.com/meet/jessica.paris) • Phone: 1-650-479-3207 • Access Code: 805 657 792

**Technical Assistance Webinar #1 for New Applicants**

Wednesday, February 26, 2020 from 10:30 AM to Noon

Topics: target audience for funds, academic focus, best practices, viable staffing, necessary community partnerships, and overview capacity to deliver programming

[**Recorded webinar #1**](https://vimeo.com/398112101/04344b420f) **has been posted with closed captions.**

**Technical Assistance Webinar #2 for All Applicants**

Thursday, February 27, 2020 from 10:30 AM to Noon

Topics: Application requirements, rubrics, and changes to this application.

[**Recorded webinar #2**](https://vimeo.com/401523214/b312e9ad3a) **has been posted with closed captions.**

In the event we experience technical difficulties, please refer to the [21st CCLC webpage](http://education.alaska.gov/21cclc/) for a revised schedule of technical assistance webinars.

**Notification of Intent to Apply**

All applicants must submit an Intent to Apply form**. Forms are due by March 10, 2020.** This form will allow the department to identify potential applicants and communicate additional resources or revisions to the RFA, as well as direct technical assistance and support for the application process. Interested applicants who miss the deadline date for the Intent to Apply form must contact [Jessica Paris](mailto:jessica.paris@alaska.gov).

# Section II: RFA Summary

### Program Purpose and Overview

The Alaska Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant provides an opportunity for students to continue to learn new skills and discover new abilities **outside** of the hours school is in session.

The goal of the 21st CCLC program is to raise student academic achievement through the creation and expansion of community learning centers that provide students with both academic assistance opportunities and educational enrichment activities designed to complement their regular academic program. Additionally, programming should be intentionally designed to positively impact students’ social, emotional, and non-cognitive skills that will in turn support increased academic achievement.

The funding, provided by Title IV, Part B of the federal Elementary and Secondary Education Act (ESEA) is particularly targeted to serve students who attend high-poverty and low-performing schools in order to provide equitable access to high-quality educational opportunities and to help students meet the challenging state academic and local standards. Alaska’s programs can serve students in kindergarten through high school.

Centers are typically located in school buildings, but may also be located in similarly safe and accessible facilities. Centers provide a range of high quality services to support student learning and development. Academic assistance programming is required and typically involves tutoring, homework help, and/or credit recovery or attainment. A wide variety of engaging educational enrichment activities are allowed, including art, music, STEM, theatre, science, math, literacy, career readiness and competency building, structured physical activities, and cultural activities. Programming can also include opportunities such as mentoring, counseling, drug and violence prevention, service learning, and the earning of industry credentials or micro credentials.

Each center is usually run by a full-time Site Coordinator embedded in the school. Other common staff include certified teachers and school paraprofessionals providing instruction after the school day ends. Additionally, applicants are strongly encouraged to partner with a variety of community organizations with the resources and expertise to enhance the variety and quality of activities offered, and whose involvement often helps with program sustainability.

Programming typically occurs at the end of the regular school day, but can additionally occur before school, in the evening, on weekends, or during summer or other breaks. Transportation is provided to reduce barriers to student attendance. Programs also coordinate other local and federal resources such as [USDA’s Child Nutrition Programs](https://education.alaska.gov/cnp) to provide healthy snacks or meals for students. Additionally, centers provide the parents of the student participants opportunities and information to increase their engagement in and support for the child’s education.

Programs set performance measures and track their progress in order to determine the impact their efforts are making and to work toward continuous program quality improvement.

### Eligibility

Any Alaska school district, community-based organization, tribal organization, or other public or private entity located in Alaska is eligible to apply for 21st CCLC funds; however, grants will only be awarded to applicants that will serve students who primarily attend schools with a high concentration of economically disadvantaged students, evidenced through school poverty rates of 40% or more (according to Title I-A statutes and guidance) or being a Title I-A schoolwide site.

Any eligible non-school organizations applying for funds are strongly encouraged to collaborate with the school(s) the children attend. The statute also allows a consortium of two or more agencies, organizations, or entities to apply; however, only one should be chosen to serve as the fiscal authority. Any organization currently awarded an Alaska 21st CLCC grant, even a grant that will continue into subsequent years, is eligible to compete in this round of funding; however, only one application per organization will be reviewed in this competitive cycle. An application that seeks to provide 21st CCLC funding for a school that will already be served in FY21 due to a 21st CCLC continuation award will not be awarded.

See Directions under Section III for more information and important definitions and clarifications about eligibility.

### Priority

Priority points will be given to applications that meet the criteria listed below. No application will receive more than twenty priority points total.

* Priority will be given to applications submitted jointly by 1) a school district receiving funds under Title I-A; and 2) a community-based organization, tribal organization, or public or private entity. Five points possible.
* Priority will also be given to applications serving schools who are in need of intervention and support as demonstrated through meeting criteria such as being a school designated by DEED for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), having a low number of students proficient on the PEAKS English/Language Arts assessment, designated as a Title I-A or Alternative school, and/or not a current beneficiary of 21st CLCC funds. Ten points possible.
* Priority will also be given to applications that demonstrate they will provide significant levels of programming that intentionally supports one of the five Positive Trajectories or goals of DEED’s Strategic Plan presented in [*Meeting Alaska’s Education Challenge Together*](https://education.alaska.gov/akedchallenge/alaska-strategic-priorities.pdf). Elementary programs must support the Positive Trajectory *Support ALL students to read at grade level by the end of third grade*. Such support might include providing evidence-based reading support to K-3 students that is in alignment with and an extension of the school day curriculum. Secondary programs can select any one of the other four Positive Trajectories to support. Such support might include providing high school students the opportunity to earn an industry certificate during the summer, or providing students access to counseling services afterschool. Five points possible.

See Directions under Section III for more information and important definitions and clarifications about the priority points.

### Available Funding

**Projected Total Amount Available For Awards**

Approximately $2,700,000 in annual awards will be available for the Alaska 21st Century Community Learning Centers Grant program. The number of grants and the grant amounts will be based on the number and quality of proposals submitted and federal appropriations. It is estimated that the department will award five to seven grant awards in this competition.

**Estimated Grant Funding Amounts**

The minimum grant award is $50,000 per year. The maximum grant award is $650,000 per year for a grantee serving multiple sites. The range of grant awards will vary, mostly but not exclusively dependent on the number of students to be served and the number of centers to be operated. Applicants can consider this guideline to estimate costs of services: Approximately $150,000 - $175,000 per center for services for approximately 50-100 regularly attending students. (A 21st CCLC “regular attendee” is defined as a student who attends school year programming 30 days or more.) Applicants planning to run multiple centers will likely find cost efficiencies that will require fewer dollars per student served, while applicants proposing to run a single center will likely have a greater cost per student served. If an applicant will also run a summer program, additional funds should be requested.

Applications can propose to operate as few as one center and no more than five centers during the school year and/or summer. Applicants are not required to operate offer summer programs, but must offer school year programs.

The state reserves the right to award a smaller or larger amount of grant funds than requested based upon available funding and the recommendations of the review panel. Additionally, the state retains the right to refrain from making any awards if it determines that to be in its best interest. This RFA does not, by itself, obligate the state.

**Grant Period**

The grant award is for 5 years, contingent upon congressional funding, substantial progress towards meeting grant goals and objectives, and compliance with all grant requirements. The first year of this grant award is expected to begin on July 1, 2020 and end on June 30, 2021. The fifth and final year would end June 30, 2025.

### Use of Funds

All grant expenditures need to be allowable, necessary, reasonable, and allocable. This section is not an exhaustive list of all allowable and disallowed uses of funding. Often whether or not a particular expenditure is permissible depends upon the context.

DEED is not heavily prescriptive about how grantees budget 21st CCLC funds; instead, DEED depends upon the competitive grant award process to select grantees who use funds in the most effective manner to achieve the greatest good. Nevertheless, there are some federal and state requirements, restrictions, and limitations listed here:

Allowable and Required Expenditures

In general, 21st CCLC funds should go to wages and benefits for administrative and instructional staff, contracts with partner organizations, a contract with an external program evaluator, student transportation from the program, travel for attending required grantee meetings and conferences, and supplies such as curriculum, technology tools, project materials, and office supplies.

Alaska’s programs can serve students in kindergarten through high school. Funds may be used to carry out a broad array of before school and after school activities (including during summer recess periods) that advance student achievement. Programs are encouraged to engage students in active experiential learning. Allowable activities include:

• Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement

• Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment

• Literacy education programs, including financial literacy programs and environmental literacy programs

• Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity program

• Services for individuals with disabilities

• Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement

• Cultural programs

• Telecommunications and technology education programs

• Expanded library service hours

• Parenting skills programs that promote parental involvement and family literacy

• Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement

• Drug and violence prevention programs and counseling programs

• Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods

• Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)

Alaska grantees operating multiple centers are strongly encouraged to employ a 1.0 FTE Site Coordinator (for at least nine months) for each center and at least a .5 FTE Director for the project. Some multiple-center projects have instead successfully operated with a 1.0 FTE Director and .5 FTE Site Coordinators for each center. For a single center grant, a .75 to 1.0 FTE combined Director/Coordinator position is sufficient.

Alaska 21st CCLC programs must contract with an external evaluator who will help the grantee collect and manage evaluation data, observe programming using a structured program quality assessment tool, and create an annual local evaluation report. All services provided by the contractor providing evaluation services—including their attendance at an annual 21st CCLC meeting—cannot exceed 5% of the total grant award.

Alaska grantees are required to budget for and participate annually in the following specific 21st CCLC capacity building events:

* The director must attend DEED Directors meetings
* The director and a team (approximately 3 people per center) must attend the Alaska Afterschool Conference
* The director plus a small team of 1-2 staff total must attend a 21st CCLC-aligned national afterschool conference

Districts may include their indirect rate that is established annually with DEED. For other entities, you may use your federally negotiated **restricted** indirect rate.

**Equitable Services for Private Schools**

Under Title VIII of ESEA, private school students, staff, and families have the right to “equitable services” provided by ESEA grants, including IV-B (21st CCLC). For 21st CCLC grants, this would typically result in an eligible private school student attending the 21st CCLC afterschool program that serves a school in their community. To ensure that eligible private school students are included in equitable services if desired, 21st CCLC applicants are required to conduct (and document) timely and meaningful consultation with officials of local private school(s) **prior** to submitting a 21st CCLC grant application.

For 21st CCLC, funding amounts, activities, and number of students who will be served are set in the competitive application and remain in place for the next five years. Funding is not available to increase the award to accommodate a significant change in activities or staffing or services. Though private schools do not often elect to partake in 21st CCLC equitable services, applicants should prepare for the possibility. To adequately prepare a budget that will accurately reflect the costs of providing services to private schools, and in order to be able to submit the signed evidence of timely and meaningful consultation, 21st CCLC applicant are encouraged to reach out to private schools early in the application process and to do a thorough, rigorous, and documented consultation process.

For more information about equitable services to private schools, including a [sample affirmation of consultation](https://education.alaska.gov/ESEA/Private_Schools/Sample_Affirmation_of_Consultation.docx), see DEED’s [Private Schools webpage](https://education.alaska.gov/esea/private-schools).

See Directions under Section III or Forms under Section IV for more information and important definitions and clarifications about private school consultation.

**Prohibited or Restricted Expenditures**

These federal funds can only be used to supplement, and **not supplant**, other federal, state, and local public funds expended to provide similar programs and activities. An example of this is 21st CCLC funds could not be used to provide activities at a school that in the previous year were provided by state or local funds—unless in the absence of these federal funds, the school would no longer be able to provide these activities.

In Alaska, 21st CCLC Funds may not be used for programming or activities that occur during the hours school is in session.

In Alaska, contracts with partners cannot exceed 10% of the total grant award without further written justification from the applicant and approval from the DEED Program Manager.

These federal grant funds **cannot** be used to purchase facilities, support new construction, fund endowments, provide entertainment, host costly or non-educational field trips, purchase gift cards, or to reimburse pre-award costs associated with writing the application.

Items that may be considered to be incentives for students or staff are assumed to be extraneous to the conduct of a federally funded program. If an applicant plans to use these federal funds for items such as t-shirts, banners, stickers, pizza parties, celebratory cakes, or other similar purposes, a written justification must be filed with the DEED program manager and approved prior to reimbursement. Approval is unlikely.

Program Income

Federal regulations use the term “Program Income” to describe any gross income earned by the grantee that is directly generated by a supported activity or earned as a result of the Federal award. For example, funds generated by charging a small enrollment fee or tuition for 21st CCLC programming, or hosting a fund raiser utilizing staff time and supplies paid for with 21st CCLC funds, would all be considered Program Income. For Alaska grantees, any Program Income would have to be tracked, reported to DEED, and the grantees 21st CCLC award would be reduced by the amount of Program Income generated. Additionally, the receipts for items purchased with the Program Income would be submitted to DEED as part of the fiscal reporting requirements, and could not be used for any expenditures that are prohibited or restricted use of 21st CCLC funds, as described in the section above. No program should generate Program Income greater than the equivalent of 10% of their initial award without receiving pre-approval from DEED.

Alaska 21st CCLC programs have not traditionally charged any fees. Any applicant choosing to collect fees must establish a sliding fee scale that takes into account the relative poverty of the students and families targeted for services and cannot deny services to any family with an inability to pay. Additionally, applicants considering charging for 21st CCLC services should consider how they will ensure the program primarily enrolls and serves the targeted or focus population and/or the students most in need of the provided services. Applicants that choose to establish a fee structure must attach a narrative to the budget that explains the fee structure, its administration, and its management; additionally, it should be addressed in appropriate places in the Application Narrative, such as when discussing Targeted Students and Program Sustainability.

### Application Review Process

DEED will assemble a balanced review team that may be comprised of both department and non-department individuals who together represent strong knowledge of best practices in education and afterschool, positive youth development, and grant management, as well as awareness of the unique challenges faced in rural Alaska. All reviewers must be free from conflict of interest, as defined by Alaska Statute.

The panel of approximately five reviewers will read all eligible grants submitted and received by the deadline. Applications will be scored independently using the Scoring Sheet included in this RFA. Reviewers will be allowed to utilize the full breadth of the scoring points. Reviewers will then conference to clarify the accuracy of reviewers’ understanding. The reviewers’ final scores will be totaled to determine the order by which applications will be considered for funding; funds will be awarded to the highest scoring proposal(s).

In the interest of geographic diversity, in the event that no schools from rural districts are eligible for awards using the review process described above, DEED reserves the right to use 21st CCLC funds to award the highest scoring application serving a school in a rural district. In this instance, DEED will use the state definition of rural district as is used to determine [Title V, Part B REAP award eligibility](https://oese.ed.gov/files/2020/02/FY2020_Master_Eligibility_Spreadsheet.xlsx).

Reviewers may be provided background information on any applicants previously funded by 21st CCLC, including information such as evaluation summaries, number of regularly attending students accessing the program, compliance with reporting requirements and recommendations. This information may be utilized by reviewers to score proposal responses in the applicable sections.

Review Panelists may be asked for recommendations for improving the project and comments on the feasibility of the budget. These comments may form the basis for adjustments negotiated to the application prior to issuance of the grant award.

### Appeals Process

The grant award appeals process is set by the Alaska Administrative Code. It can be accessed via the website of the Alaska State Legislature by going to section [4\_AAC 40.010 - 4 AAC 40.050](http://www.legis.state.ak.us/basis/aac.asp#4.40.010) of Chapter 40 titled “Review and Appeals of Actions and Decisions Regarding Funding.”

### Assurances

As part of their 21st CCLC application packet, applicants will submit the following signed forms contained within this RFA:

* The Certifications regarding Debarment and Suspension form
* The GEPA 427 form
* The Private School Participation form—and attached proof of consultation(s)
* The Assurances for Alaska 21st Century Community Learning Centers form

Please note: The Private School Participation form requires the applicant to have timely and meaningful consultation with all Private Schools in the attendance area to see if they would like to receive “equitable services.” The form requires signed proof of consultation from every private school. The consultation process should begin early in the development of the application for 21st CCLC funds. For more information about equitable services to private schools, including a [sample affirmation of consultation](https://education.alaska.gov/ESEA/Private_Schools/Sample_Affirmation_of_Consultation.docx), see DEED’s [Private Schools webpage](https://education.alaska.gov/esea/private-schools).

Approved grantees must also complete DEED’s ESEA Programs General Assurances and Certifications packet prior to FY21 funding being released. An example of last year’s assurances and certifications can be found on [the DEED GMS website](https://gms.education.alaska.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=668550&inline=true).

### Conditions of Grant Award

**Statutory/Regulatory Conditions**

All funds will be awarded according to the conditions of this Request for Application (RFA).

The grantee will be responsible for adherence to all relevant state and federal regulations, including:

* [ESEA Title IV, Part B](https://www2.ed.gov/documents/essa-act-of-1965.pdf) (pages 233 – 244), which are the federal statutes that describe and authorize 21st CCLC programs;
* [EDGAR—including Part 200](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html), the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, which governs expenditures, accounting, and reporting requirements; and
* [21st CCLC Non-regulatory Guidance](http://www.ed.gov/programs/21stcclc/guidance2003.doc) which is federal non-regulatory guidance relating to 21st CLCC programs.

**Continuation of Funding Conditions**

In awarding the grant, the state expects the grantees to conduct all activities and evaluation measures as written in the approved grant proposal, including serving the number of regularly-attending students promised. Failure to implement the grant as written could result in the loss of funding. Any changes to the original funded proposal (including modifications to goals and/or objectives) must receive prior approval by the state.

Entities receiving these funds are required to meet all necessary reporting requirements of the grant. Failure to provide the requested performance data, reports, or evaluation could result in the loss of funding.

The state reserves the rights to withhold funding, reduce funding, or terminate funding if the grantee is not meeting program reporting requirements, is not making substantial progress toward meeting identified performance goals and measures, is serving fewer regularly attending students and/or schools than originally intended, or in any way does not demonstrate a clear need for the allotted level of grant support. This includes access to unexpended funds at the end of each fiscal year.

After it has been awarded, the Alaska Department of Education & Early Development may terminate a grant by giving the grantee written notice of termination. In the event of termination after award, the Alaska Department of Education & Early Development shall reimburse the grantee for approved grant expenses incurred up to the notification of termination.

The state reserves the right to modify annual awards based on the actual amount of congressional appropriation towards this grant program.

The state reserves the right to add terms and conditions during grant negotiations. These terms and conditions will be within the scope of the RFA and will not affect the proposal reviews.

**Grantee Reporting and Required Activities**

Required grantee reporting includes submitting federally required online data three times a year, a small half-year progress report, and annual program data and narrative report that are due June 15th each year.

To meet federal requirements, grantees are required to engage in on-going formal sustainability planning, as well as an on-going local evaluation process with the goal of improving program quality.

To meet the state and federal reporting requirements listed above, 21st CCLC grantees must collect a variety of program and participant data throughout the year. Data include items such as student demographic information, student program attendance, and teacher surveys on student progress. Additionally, programs collect the data necessary to report on the local performance indicators the grantee set in their application for funding.

Grantees are also required to participate in DEED 21st CCLC monitoring to ensure compliance with federal and state requirements.

Program reporting requirements may change based on response to federal or state requirements.

Grantees must agree to participate in DEED-sponsored activities to share and develop best practices. This includes being a participant and presenter at Alaska 21st CCLC Director Meetings and the Alaska Afterschool Conference.

**Fiscal Conditions**

Each June, grantees submit a proposed budget and budget narrative for the coming fiscal year. All federal funds must be assigned to individual accounts that can be readily identified and verified.

All payments will be made on a reimbursement basis for expenditures incurred by the grantee. Reimbursement requests must be submitted to the department at least quarterly and be listed on Form 165D supplied by DEED. The form must be accompanied by a computer printout indicating the date of obligation, vendor name, accounting object code, and exact amount of the transaction; alternately, DEED Form 165B may be used for reporting transactions instead of computer printouts. Grantees generating Program Income as a direct result of the federal award must additionally report on these funds and expenditures, understanding that the grant award will be reduced by the amount of any Program Income earned.

The final payment will not be made until after the grant activity has been concluded and the required end-of-year reporting has been submitted to the department. Expenditures in excess of approved budget amounts will be the responsibility of the grantee.

# Section III: Application Directions and Clarifications

Applicants are **strongly** advised to visit the [21st CCLC section](http://education.alaska.gov/21cclc/) of the Department of Education & Early Development website in order to consult the resources there prior to completing this application package.

### Intent to Apply

Prior notification is requested from anyone planning to apply for the 21st CCLC funds.

#### Intent to Apply

Complete the form in Section IV. Notice of Intent to Apply forms are due to the Alaska Department of Education & Early Development on or before **March 10, 2020.** See form for delivery instructions**.**

### Grant Application Components

A completed 21st CCLC FY21 Grant Application Package must contain the following sections, **in the order listed below**. When a *form* is provided, do not alter the content of the form other than as directed and to supply the requested information. When a *template* is provided, it may be altered, but be sure to include any requested information. When the instructions say *create* or *attach,* respond to the instructions/prompts by including the allowable number of pages of text.

#### 1. Cover Page

Complete the form in Section IV. The cover page of the original application package submitted should have the signatures of the appropriate authorities.

All federal grant recipients must have a valid Data Universal Number System (DUNS) number and maintain current registration within the federal System for Award Management (SAM) database. DUNS numbers are issued by Dun and Bradstreet and are available for free.

* If your organization does not already have a DUNS number, it must obtain one from the [Dun & Bradstreet website](https://fedgov.dnb.com/webform/index.jsp).
* To complete/update the annual registration your organization’s DUNS number or to check its status, go to the [SAM.gov website](https://www.sam.gov/SAM/).

#### Table of Contents

Create a **one‑page** table of contents with page numbers. All pages of the application— including all appendices—must have page numbers.

#### Project Abstract

Create a **two-page** abstract of your project that gives a brief overview that summarizes the complete application. The abstract should include information such as applicant organization and major partner’s role; targeted population to be served and schools they attend; why the targeted students need this programming; the scope of programming and the activities, curriculum, and strategies to be used; what your project expects to achieve; and why your proposed project should be able to meet your expected objectives.

#### Project Summary

Complete the form in Section IV. Much of the information collected on this form is also required and collected in other places in the grant application package. Ensure there are no discrepancies or contradictions between information provided on this form and the information provided throughout the application. Applicants are encouraged to complete this form *after* writing the rest of the application components.

Warning: “21st CCLC Regular Attendees” refers to the number of students who will attend programming 30 days or more during the school year. “21st CCLC Frequent Summer Attendees” refers to the number of students who will attend programming 15 days or more during the summer. Grantees will be expected to serve the number of “regular attendees” and “frequent summer attendees” they list here; if not, grant funding may be reduced. Similarly, the grant funding may be reduced if the grantee does not provide the number of weeks, days, and hour of programming listed here. Choose these numbers thoughtfully.

Applications can propose to operate as few as one center and no more than five centers during the school year and/or summer. Applicants are not required to operate offer summer programs, but must offer school year programs.

#### Population Served and Eligibility

Complete the form in Section IV. Grants will only be awarded to applicants that will serve students who primarily attend schools with a high concentration of economically disadvantaged students. The following criteria and definitions are to be used when completing this form and determining eligibility to apply for this grant:

* “Will serve students”—for a student to count as “served,” they must be a “21st CCLC Regular Attendee,” which is defined as a student who attends the 21st CCLC program on 30 days or more.
* “Schools with a high concentration of economically disadvantaged students”— the “21st CCLC DEED School Data Sheet” is the only allowable source of poverty data to be used when determining eligibility for this grant. It is found on the [DEED 21st CCLC webpage](http://education.alaska.gov/21cclc/). A school will be marked as “economically disadvantaged” in this file if the poverty rate is 40% or greater according to January 2020 DEED Title I-A School Eligibility Data. Additionally, a school with less than 40% poverty that has been granted permission to operate as a Title I-A *schoolwide* program in the 2019-2020 school year will be considered eligible as well. The few schools who meet these criteria will also be marked as meeting the “economically disadvantaged school” criteria in this file.
* “Primarily attend schools”— At least 60% of the “21st CCLC Regular Attendees” must attend schools that meet the criteria for “economically disadvantaged” described above.

This form does not request, and eligibility is not determined by, the poverty level of any individual **student** served.

In order for a student to be counted as “attending the program” on any given day, the student must participate in 75% of the programming offered that day.

Because 21st CCLC attendance is voluntary, the grant assumes that no more than 50% of the possible students from a school will choose to attend regularly enough to become a “21st CCLC regular attendee,” defined as a student who attends programming on 30 days or more. Therefore, in column G of the “Population Served and Eligibility Form,” no applicant should list more than 50% of the total school population given in column E of the same form. An applicant can list less than 50% and for many, 50% of the school population attending the program 30 days or more is unreasonable. Grantees will be expected to serve the number of regularly attending students they list here. Please see the warning in the previous section.

Applicants are encouraged to complete the “Population Served and Eligibility Form” early in the process. If the form indicates your proposed population is not eligible, **do not apply.**

No application can propose to operate more than five centers during the school year and more than five centers during the summer.

#### Priority Points

Up to twenty priority points **total** will be awarded to applicants who satisfy the criteria described below.

**Priority Points Opportunity A: School-Community Partnership—** Complete the form in Section IV. Five priority points will be awarded to applications submitted jointly by 1) a school district receiving funds under Title I-A; and 2) a community-based organization, tribal organization, or public or private entity.

In order to receive the five priority points, the two partner organizations must be identified and the role of each organization in implementing the grant must be described. The partner organization may **not** be the grant’s local evaluator. ESEA statute requires DEED to allow a **school district** receiving funds under Title I-A, who does not partner with any organization, to still receive these priority points if the school district demonstrates it is unable to partner with an appropriate community-based organization, tribal organization, or other public or private entity. To demonstrate such circumstances, the school district must submit a one-page narrative that describes its attempts to find an appropriate organization with which to partner and why and what criteria it used to determine that it was not possible to find an appropriate partner.

Please note: Although it is not a requirement of earning the priority points, applicants are strongly encouraged to additionally include a non-fiscally binding signed MOU between the two organizations for Appendix C of the application package.

As required by ESEA, to assist applicants in finding interested and experienced partners, DEED has requested Alaska non-profits in good standing and with relevant afterschool experience to submit profile information to DEED. Organizations who meet the criteria are included in the “[Alaska 21st CCLC External Organization Partner Pool](https://education.alaska.gov/21cclc/partner-pool),” found on the DEED 21st CCLC webpage. Please note: An organization **does not** need to appear on this list in order to be eligible to apply for an Alaska 21st grant as a main applicant or to serve as a formal or informal partner on a grant application.

**Priority Points Opportunity B: Serving Schools in Need of Intervention and Support—**

Complete the form in Section IV. Up to ten priority points will be awarded to applications for projects that will serve students who attend schools that meet a significant amount of the following criteria:

* The school was designated a 2018-2019 Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) school within DEED’s System for School Success
* On the PEAKS spring 2019 assessment, less than 39.2% of the school’s students scored advanced/proficient in English/Language Arts
* The school was selected by its district to be served as a Title I-A school during the 2019 - 2020 school year and/or the school was designated an Alaska Alternative School
* The school was **not** served by a 21st CCLC grant during the 2019-2020 school year

The “21st CCLC DEED School Data Sheet” provides all of the information needed to complete this form for any Alaska school and is the only allowable source of data to be used when determining eligibility for these priority points. It can be found on the [DEED 21st CCLC webpage](http://education.alaska.gov/21cclc/).

For each application, the sum of the total number of criteria each school served meets will be divided by the total number of criteria possible, using the form located in this RFA. For any school, if the “21st CCLC DEED Data Sheet” indicates data is unavailable for any criteria category, that criteria should not be included in the equation.Priority points will be awarded based on the following:

* .20 to .44 = 4 points
* .45 to .79 = 7 points
* .80 to 1 = 10 points

No application will receive more than ten priority points total for meeting these criteria.

**Priority Points Opportunity C: Programmatic Support for Alaska’s Education Challenge—**Create a **one-page** narrative that describes your plan to provide significant levels of programming in support of Alaska’s Education Challenge.Five priority points will be awarded to applications that sufficiently explain their support for **one** of the five Positive Trajectories or goals of DEED’s Strategic Plan presented in the document [*Meeting Alaska’s Education Challenge Together*](https://education.alaska.gov/akedchallenge/alaska-strategic-priorities.pdf)*.* To earn the five priority points, applications proposing to serve any students in grades kindergarten through third, **must** focus on the Positive Trajectory *Support ALL students to read at grade level by the end of third grade*. Applications proposing to serve no students in grades kindergarten through third must focus on **one** of the other four Positive Trajectories in order to earn the five priority points. The grade levels to be served should be consistent with the “Population Served and Eligibility Form.”

Most 21st CCLC programs are well-suited to support more than one of the Positive Trajectories. To earn these points, please focus your one-page narrative on just one Trajectory and describe how your project will aim to align with and/or support it, what that will look like in terms of overarching project philosophy, as well as what it will look like in every day programming. Although not required, applicants are strongly encouraged to include at least one measure in their evaluation plan that will both show their intent to fulfill this support and help them to know whether they have been successful in their implementation and achieved outcomes.

The five Positive Trajectories from the DEED Strategic Plan are as follows:

* Support ALL students to read at grade level by the end of third grade.
* Increase career, technical, and culturally relevant education to meet student and workforce needs.
* Close the achievement gap by ensuring equitable educational rigor and resources.
* Prepare, attract, and retain effective education professionals.
* Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

The [*Meeting Alaska’s Education Challenge Together*](https://education.alaska.gov/akedchallenge/alaska-strategic-priorities.pdf) document provides more in-depth information about each of the five Positive Trajectories, including many Prioritized Strategies as well as statewide performance indicators for each one. Several of the Prioritized Strategies are outside the realm or reach of an afterschool program, but some have good alignment. For other Prioritized Strategies, there is a supportive role that an afterschool program can play. Applicants are strongly encouraged to utilize the [*Meeting Alaska’s Education Challenge Together*](https://education.alaska.gov/akedchallenge/alaska-strategic-priorities.pdf) document.

#### Schedule of Operations for Sites

Create a table or chart that efficiently communicates what a **typical** day and week of your school year program will look like for its students, including things such as what activities and programming will be offered, how often, what time of day, and by whom. Make sure to include program start and stop time and what days of the week the site will operate. Also, include the approximate annual start and end date.

If your application is proposing more than one center, and a center’s schedule will be significantly different (such as the difference between an elementary center and a high school center), please consider including a separate schedule for each of these types of centers. If your application includes offering summer programming, create a separate schedule for summer that includes the same sort of details requested above for the school year program.

We recommend no center’s schedule be more than two pages and we limit the total number of pages included for this “Schedule of Operations” section to **no more than six pages total**.

#### Application Narrative

See prompts in Section IV. Create a narrative to address all prompts contained within the nine sub-sections. The **Application Narrative section** must adhere to all of the following criteria:

* No more than 23 pages are allowed; pages are 8.5 x 11
* Lines of text must be double-spaced; the space between sub-section or question headings and the subsequent line of text are an exception
* Pages must have a one-inch margin on all sides
* The font must utilize a type size of 12 points or greater, preferably using Times New Roman font.
* Any tables and charts must conform to the type size guidelines but can be single-spaced
* All subsections must be clearly labeled for reviewers
* All prompts must be included as headings, though reduced phrasing is fine; the alpha-numeric code that accompanies each prompt must be included

**Applications that do not follow formatting guidelines may not be reviewed.**

In preparing the Application Narrative, applicants should clearly keep in mind the selection criteria (on the Scoring Sheet) that will be used to evaluate the Application Narrative and its supporting documents.

The Application Narrative has nine sub-sections that should include information on the following**:**

* Need for project and community readiness
* Targeted students and regular attendance
* Positive and healthy environment
* Engaging and relevant programming
* Supporting family engagement
* Partnerships, coordination, and sustainability
* Program management and staffing
* Evaluation
* Previous Success/Promise of Success

Please note: Required Forms, Project Abstract, Budget Pages, Allowable Appendices, etc. are **not** considered part of the 23 pages of the Application Narrative.

### Grant Application Appendix Components

Appendices titled A – D, as well as J are required appendices for this application. Appendices titled E—I are encouraged, but optional. No other attachments are accepted. Appendices A–I **cannot exceed 35 pages total;** however, Appendix J is not included in the 35 page limit.

##### Budget and Budget Narrative (required)

See links to forms in Section IV. Complete forms to provide a complete budget, including budget narrative, for **year one** of the project using the Excel forms provided by the Department of Education & Early Development website. These should be clearly labeled “Appendix A.” This budget and budget narrative should only include items to be funded by 21st CCLC funds.

Indicate how your organization will utilize grant funds to support your proposed program design. Make your request reasonable for the number of students to be served and the intended outcomes.

Indicate in both the budget and the budget narrative the purpose, by line item, for each of the expenditures. Include enough detail for a reader to judge if the expenses are allowable, necessary, reasonable, and allocable. Pay particular attention to the following categories:

* **Certified and Non-Certified Staff:** For each position, describe the services to be provided, the duration of services, and the unit rate of pay (salary, per hour, or per day.)For example: Site Coordinator @ $20/hr X 6 hrs/day X 200 days = $24,000. Or Certificated Staff @ $30/hr X 10 hrs/week X 3 staff/site X 30 weeks X 3 sites = $81,000.
* **Professional/Technical:** Describe services that will be provided by entities (such as community non-profit organizations) sub-contracted by the applicant, including the cost. Include expenses for contracting the services of an external local evaluator, as this is a required item for the project. If specific vendors are listed, it should not be considered binding. The grantee must follow its organization’s appropriate/competitive procurement procedures prior to contracting if 21st CCLC funds are awarded.
* **Staff Travel:** The only staff travel sanctioned under this grant is for specific 21st CCLC capacity building events. Include travel and expenses for the following **required** items within your budget:
  + Directors Meeting – the Grant Director to attend both a one-day meeting in Anchorage and another half-day meeting attached to the Alaska Afterschool Conference event.
  + Alaska Afterschool Conference – travel expenses for a team to build capacity at the state Alaska Afterschool Conference that DEED 21st CCLC co-hosts. A team is typically 3 people per center, plus the Grant Director. The conference is typically two days with an additional pre-conference day and generally held in Anchorage, Fairbanks, or Juneau. Budgets should be built for a trip **outside** your home community.
  + National afterschool conference – the budget should include travel expenses for the Grant Director and a small team (1 to 2 staff only) to take **one** out-of-state trip annually to build capacity at a national 21st CCLC-aligned event. Conferences vary, but on average last four days. Common locations are Florida, California, Texas, and Seattle.
* **Student Travel:** Include expenses for appropriate, safe transportation between program and home for students so that lack of transportation is not a barrier to attendance. All requests for field trips must be local, educational, and identified in the grant application.
* **Utility Services:** Often programs purchase cell phone service to facilitate program communication and safety.
* **Supplies:** The cost of larger priced items should be listed individually/specifically; smaller items should be grouped by logical category; technology should be listed individually. Only if a single item costs more than $5000 is it considered equipment (unless the agency’s policy has set a lower threshold).
* **Other Purchased Services:** Often programs purchase a license for online software designed specifically for managing afterschool operational and reporting data.
* **Indirect Rate:** Districts may include their indirect rate that is established annually with DEED. Other entities may use their federally negotiated **restricted** indirect rate.

In addition, see [DEED’s Uniform Chart of Accounts](https://education.alaska.gov/publications/chart_of_accounts.pdf), particularly pages 42 – 54, for guidance on how to categorize specific expenditures.

##### Letter(s) of Support and Commitment from Principal of Feeder School(s) (required)

Attach **signed** letters of support and commitment from the principal of each school that will be served by the 21st CCLC program. These should be clearly labeled “Appendix B.” Encourage principals to address the following in their letters:

* Identify school(s) served by the principal
* Describe what crucial role they believe the program can play in increasing academic achievement and closing the equity gap for students at their school
* Describe their consultation with their regular-day staff to measure staff support for the program
* Identify what other afterschool services are in place for their students and how this program can ensure it won’t negatively impact these activities
* Describe how they will support the program in recruiting and retaining high-quality staff for afterschool, especially for part-time certified and paraprofessional staff (2 to 8 hours a week)
* Describe how they will help ensure the program has access to proper space such as the multi-purpose room, gym, computer lab, playground, and/or classrooms (if the program will be physically located in their school).

##### Memorandum of Understanding with Major Partner (required)

Attach a **signed**, non-binding MOU between the applicant and its major partner that clearly articulates the commitments and expectations for each organization in the partnership. This should be clearly labeled “Appendix C.”

##### Logic Model and Evaluation Framework with Performance Indicators (required)

Complete the Logic Model template and Evaluation Framework template found in Section IV. These should be clearly labeled “Appendix D.” Applicants are strongly encouraged to use the “Alaska 21st CCLC RFA – Evaluation Technical Assistance” document that walks one through how to complete the required template. It is found on the [DEED 21st CCLC webpage](https://education.alaska.gov/21cclc).

##### Organizational Chart (optional)

Create a compact (1-2 page) visual that shows each of the organizational staff that will support the program. This should be clearly labeled “Appendix E.” For positions paid and not paid by 21st CCLC funds, indicate the percentage FTE that will be dedicated to the program.

##### Timeline of First Year (optional)

Create a brief (1- 3 page) document that outlines the steps that will be taken to get the program operational its first year. This should be clearly labeled “Appendix F.” Include general chronological information in the outline.

##### Position Descriptions (optional)

Create Position Descriptions (not resumes) for the key staff positions of this project, including the Director, the Site Coordinator, and up to one other position. These should be clearly labeled “Appendix G.” Each Position Description should be brief (1-2 pages) and outline the major qualifications, tasks, and responsibilities of the staff position.

##### Additional Memoranda of Understanding (optional)

Attach up to three additional **signed**, non-binding MOUs between the applicant and a significant partner that clearly articulates the commitments and expectations for each organization in the partnership. These should be clearly labeled “Appendix H.”

##### In-Kind Budget and Budget Narrative (optional)

See links to the Budget and Budget Narrative forms in Section IV (the same form used for Appendix A). Complete forms to provide an in-kind budget, including budget narrative, for **year one** of the project using the Excel forms provided by the Department of Education & Early Development website. These should be clearly labeled “Appendix I.” The in-kind budget and budget narrative should **not** include any items that will be paid for with 21st CCLC funds, but coordinated federal funds are okay to include. These items should **not** be included in the budget in Appendix A.

##### Assurances and Standard Agreement Forms (required)

Complete the forms in Section IV. These should be clearly labeled “Appendix J.”

Each application must include the following **signed** forms:

* Certifications Regarding Debarment and Suspension Form
* GEPA 427 Form
* Private School Participation Form **and** attached proof of consultation(s)
* Assurances for Alaska 21st CCLC Form

Please note: The Private School Participation form requires the applicant to have timely and meaningful consultation with all Private Schools in the attendance area to see if they would like to receive “equitable services.” The form requires signed proof of consultation from every applicable private school. The consultation process should begin early in the development of the application for 21st CCLC funds. For more information about equitable services to private schools, including a [sample affirmation of consultation](https://education.alaska.gov/ESEA/Private_Schools/Sample_Affirmation_of_Consultation.docx), see DEED’s [Private Schools webpage](https://education.alaska.gov/esea/private-schools).

***Other attachments to the application will not be accepted.***

### Application Checklist

**A complete application package must include*, in the order given below*, the following sections (except Appendices E through I, which are optional)**

Cover Page (one-page form, signed)

Table of Contents (one page)

Project Abstract (two pages)

Project Summary (form)

Population Served and Eligibility Form (form)

Priority Points Opportunity A: School-Community Partnership (one-page form)

Priority Points Opportunity B: Serving Schools in Need of Intervention and Support (form)

Priority Points Opportunity C: Program Support for Alaska’s Education Challenge (one page)

Schedule of Operations (not to exceed six pages)

Application Narrative (not to exceed 23 pages)

Appendix (Appendices A - I **not to exceed 35 pages total;** Appendix J is required but not limited**)**

Appendix A: Budget and Budget Narrative (form)

Appendix B: Letter(s) of Support and Commitment from Principal of School(s) Served (signed)

Appendix C: Memorandum of Understanding for one key partnership (signed)

Appendix D: Logic Model **and** Evaluation Framework (template)

Appendix E: *Organizational Chart (optional)*

Appendix F: *Timeline for 1st year (optional)*

Appendix G: *Position Descriptions for up to three key positions (optional)*

Appendix H: *Additional Memoranda of Understanding (signed) (optional)*

Appendix I: *In-kind Budget and Budget Narrative (form) (optional)*

Appendix J: Standard Agreements and Assurances (forms, signed)

Certifications on Debarment Form

GEPA 427 Form

Private School Participation Form **and** attached proof of consultation(s)

Assurances for Alaska 21st CCLC Form

**This checklist is for the applicant’s own use and should not be submitted with the application.**

# Section IV: Application Forms, Templates, and Prompts

## Intent to Apply Form

**Alaska 21st Century Community Learning Centers FY21 RFA**

Name of applicant organization

Name of application contact person

Email address Telephone

Mailing address

|  |
| --- |
| Give a **brief** description of your proposed services: Where do services occur? When do services occur? Who is the target audience? Who provides the services or programming? |
|  |

|  |
| --- |
| Give a brief description of the process that will be used to develop this application. |
|  |

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| --- |
| What types of technical assistance from the Department of Education & Early Development would assist you in your proposal preparation? |
|  |

**This Intent to Apply form is due to the department by March 10, 2020.**

**Email to:**

Jessica Paris

Subject line: Intent to Apply for 21st CCLC

[jessica.paris@alaska.gov](mailto:jessica.paris@alaska.gov)

Alaska Department of Education & Early Development

A confirmation email will be delivered to all applicants that meet the filing deadline. Interested applicants who miss the deadline date for the Intent to Apply form must contact [Jessica Paris](mailto:jessica.paris@alaska.gov).

*This form not to exceed one page*

## Cover Page Form

**Alaska 21st Century Community Learning Centers FY21 Application**

Name of applicant organization

Name of application contact person

Email address Telephone

Mailing address

DUNS number SAM registration expiration date

*The general certifications and assurances that are signed and submitted by districts each spring (or provided by the applicant to DEED) will apply to this federally funded program*.

Name of Fiscal Agent authorized to submit budget revisions, records, and reports of local expenditures

Signature of Authorized Fiscal Agent Date

Name and title of Organization Representative authorized to execute contracts

Signature of Organization Representative Date

$

Total Funding Requested Per Year

**DEED Use Only**

Project Number:       Date Received:

Project Approval:       Amount Awarded: $

## Project Summary Form

*Much of the information collected on this page is also required and collected in other places in the grant application package. Please ensure there are no discrepancies or contradictions between information provided here with that provided throughout the application.*

**Major Elements of Proposed Programming**

| **Programming Information Requested** | **Description of Programming** |
| --- | --- |
| **Name of applicant organization:** |  |
| **Location of organization:** |  |
| **Proposed annual fiscal award:** | $ |
| **Major partner identified in Priority #1:** |  |
| **Other significant partners described in application:** |  |
| **Population targeted to receive services, including sub-groups:** |  |
| **Major elements of proposed programming, such as activities, curriculum, and strategies:** |  |
| **Program proposed efforts to increase family engagement in child’s education:** |  |
| **Description of program focus identified in Priority #3** |  |
| **Significant sources of support, including in-kind, coordinated federal and local funds:** |  |
| **Estimated value of in-kind, and coordinated funds** | $ |
| **Three major goals of grant:** |  |

*Table not to exceed one page; single-spacing and splitting cells are fine; use no font smaller than size 11*

**Project Summary Form continued**

**School Year Program**

| **Name of 21st CCLC center or program** | **Building in which programming will occur** | **Total number of “21st CCLC Regular Attendees”** = 30 days or more | **Number of weeks program provided** | **Typical number of days per week** | **Typical number of hours per day** | **Total hours offered for school year**  (hours x days x weeks) |
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*Let cells expand vertically as needed. Delete any unnecessary rows.*

**Summer Program**

| **Name of 21st CCLC center or program** | **Building in which programming will occur** | **Total number of “21st CCLC Frequent Summer Attendees”** = 15 days or more | **Number of weeks program provided** | **Typical number of days per week** | **Typical number of hours per day** | **Total hours offered for summer**  (hours x days x weeks) |
| --- | --- | --- | --- | --- | --- | --- |
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*Let cells expand vertically as needed. Delete any unnecessary rows.*

**Estimated Cost per Student**

| **Time of Year** | **Amount of 21st CCLC grant funds requested** | **Total number of students served** | **Cost per student**  **served (funds divided by students)** |
| --- | --- | --- | --- |
| **School Year** | $ | Number of students attending 30 days or more: | School Year $ |
| **Summer** | $ | Number of students attending 15 days or more: | Summer $ |

## Population Served and Eligibility Form

*In order to be eligible to apply, at least 60% of the applicant’s proposed “21st CCLC Regular Attendees” must attend a school that is “economically disadvantaged” according to on the “21st CCLC DEED School Data Sheet” (Title I-A schoolwide site or has 40% or greater poverty).**A “21st CCLC Regular Attendee” is defined as a student who attends the 21st CCLC program on 30 days or more.*

| **A**  **Name of 21st CCLC Center or Program** | **B**  **School Attended by Population to be Served** | **C**  **Grade Levels of School** | **D**  **Grade Levels of Students to be served** | **E**  **Number of students enrolled in school** | **F**  **Number students enrolled in 21st CCLC program**  *Enrollment is voluntary* | **G**  **Number of students who will attend school year program on 30 days or more = “21st CCLC Regular Attendees”**  *Can’t be more than 50% of column E* | **H**  **School is economically disadvantaged according to “21st CCLC DEED School Data Sheet”** | **I**  **% of total “21st CCLC Regular Attendees” who attend an economically disadvantaged school**  To determine: Using the two previous columns, total the number of 21st CCLC Regular Attendees who attend schools that meet the criteria for economically disadvantaged, then divide this by the total number of 21st CCLC Regular Attendees |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 6 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | n/a |
|  |  |  |  |  |  |  |  | n/a |
|  |  |  |  |  |  |  |  | n/a |
|  |  |  |  |  |  |  |  | n/a |

*Add more rows as needed by tabbing in the last cell*

**Example: Population Served and Eligibility Form**

*In order to be eligible to apply, at least 60% of the applicant’s proposed “21st CCLC Regular Attendees” must attend a school that is “economically disadvantaged” according to on the “21st CCLC DEED School Data Sheet” (Title I-A schoolwide site or has 40% or greater poverty).**A “21st CCLC Regular Attendee” is defined as a student who attends the 21st CCLC program on 30 days or more.*

| **A**  **Name of 21st CCLC Center or Program** | **B**  **School Attended by Population to be Served** | **C**  **Grade Levels of School** | **D**  **Grade Levels of Students to be served** | **E**  **Number of students enrolled in school** | **F**  **Number students enrolled in 21st CCLC program**  *Enrollment is voluntary* | **G**  **Number of students who will attend school year program on 30 days or more = “21st CCLC Regular Attendees”**  *Can’t be more than 50% of column E* | **H**  **School is economically disadvantaged according to “21st CCLC DEED School Data Sheet”** | **I**  **% of total “21st CCLC Regular Attendees” who attend an economically disadvantaged school**  To determine: Using the two previous columns, total the number of 21st CCLC Regular Attendees who attend schools that meet the criteria for economically disadvantaged, then divide this by the total number of 21st CCLC Regular Attendees |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Example:*  *Excellence After School* | *Example:*  *Small Town Lower School* | *Example:*  *K-8* | *Example:*  *1-6* | *Example:*  *300* | *Example:*  *135* | *Example:*  *90* | *Example*  *High poverty:*  *Yes* | *Example:*  *110/160*  *= 69%*  *=Eligible application*    *(Must be 60% higher; otherwise do not apply)* |
| *Example:*  *Life Prep Program* | *Example:*  *Small Town High School* | *Example:*  *9-12* | *Example:*  *9-12* | *Example:*  *200* | *Example:*  *90* | *Example:*  *50* | *Example*  *High poverty:*  *No* | n/a |
| *Example:*  *Life Prep Program* | *Example:*  *Small Town Alternative School* | *Example:*  *10-12* | *Example:*  *10-12* | *Example:*  *50* | *Example:*  *30* | *Example:*  *20* | *Example*  *High poverty:*  *Yes* | n/a |

*Add more rows as needed by tabbing in the last cell*

## Priority Points Opportunity A: School-Community Partnership Form Revised

*Earn five priority points for entering into a partnership and describing it on this form. If you are a school district receiving funds under Title I-A and have not entered into a partnership, you are still able to receive these priority points if you can demonstrate there are no appropriate organizations with whom you can partner. To demonstrate such circumstances, the school district must attach to this form a one-page narrative that describes its attempts to find an appropriate community-based organization, tribal organization, and other public or private entity with which to partner and why and what criteria it used to determine that it was not possible to find an appropriate partner.*

**Partnering school district receiving funds under Title I-A**

Name of Partnering Agencies

Is this organization the main applicant and fiduciary agent of the grant?

Mailing address

Main Contact:

Email Telephone

|  |
| --- |
| **Describe the role of the school district in implementing this grant:** |
|  |

**Partnering community-based organization**

Name of Partnering Agencies

Is this organization the main applicant and fiduciary agent of the grant?

Mailing address

Main Contact:

Email Telephone

|  |
| --- |
| **Describe the role of the school district in implementing this grant:** |
|  |

|  |
| --- |
| **What process and protocols have the partnering entities established to ensure they will be able to work together efficiently and harmoniously?** |
|  |

*Except as noted above, do not exceed this one page*

## Priority Points Opportunity B: Serving Schools in Need of Intervention and Support Form

| **A**  **Name of 21st CCLC center or program** | **B**  **School attended by population to be served** | **C**  **Is this school a 2018-2019 CSI or TSI School?** | **D**  **On the PEAKS Spring 2019 assessment, were less than 39.2% of the school’s students proficient / advanced in English Language Arts?** | **E**  **Was this school selected to be served as a Title I-A school or an Alternative School during the 2019 -2020 school year?** | **F**  **Is this school NOT being served by a 21st CCLC grant during the 2019-2020 school year?** | **G**  **Priority Points:**  Add up the total number of “yes” answers. Divide by the total number possible (if N/A, don’t include). Use the resulting number and the following scale to determine total priority points for the applicant:  .20 to .44 = 4 points  .45 to .79 = 7 points  .80 to 1.0 = 10 points  ***No more than 10 points total will be awarded for Priority B*** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  | n/a |
|  |  |  |  |  |  | n/a |
|  |  |  |  |  |  | n/a |
|  |  |  |  |  |  | n/a |

*Please see the* [*DEED 21st CCLC webpage*](https://education.alaska.gov/21cclc) *for the “21st CCLC DEED School Data Sheet” that will answer the questions below. If you have any difficulty finding or interpreting the data of any school, please contact* [*jessica.paris@alaska.gov*](mailto:jessica.paris@alaska.gov)

*Add more rows as needed by tabbing in the last cell*

**Example: Priority Points Opportunity B: Serving Schools in Need of Intervention and Support Form**

| **A**  **Name of 21st CCLC center or program** | **B**  **School attended by population to be served** | **C**  **Is this school a 2018-2019 CSI or TSI School?** | **D**  **On the PEAKS Spring 2019 assessment, were less than 39.2% of the school’s students proficient or advanced in English Language Arts?** | **E**  **Was this school selected to be served as a Title I-A school or an Alternative School during the 2019 -2020 school year?** | **F**  **Is this school NOT being served by a 21st CCLC grant during the 2019-2020 school year?** | **G**  **Priority Points:**  Add up the total number of “yes” answers. Divide by the total number possible (if N/A, don’t include). Use the resulting number and the following scale to determine total priority points for the applicant:  .20 to .44 = 4 points  .45 to .79 = 7 points  .80 to 1.0 = 10 points  ***No more than 10 points total will be awarded for Priority B*** |
| --- | --- | --- | --- | --- | --- | --- |
| *Example:*  *Excellence After School* | *Example:*  *Small Town Lower School* | *Example:*  *No* | *Example:*  *Yes* | *Example:*  *Yes* | *Example:*  *No* | *Example:*  *Total Yeses =7*  *Possible Yeses = 11*  *7/11 = .64*  *.64 = 7 priority points* |
| *Example:*  *Life Prep Program* | *Example:*  *Small Town High School* | *Example:*  *No* | *Example:*  *Yes* | *Example:*  *No* | *Example:*  *Yes* | n/a |
| *Example:*  *Life Prep Program* | *Example:*  *Small Town Alternative School* | *Example:*  *Yes* | *Example:*  *N/A* | *Example:*  *Yes* | *Example:*  *Yes* | n/a |

*Please see the* [*DEED 21st CCLC webpage*](https://education.alaska.gov/21cclc) *for the “21st CCLC DEED School Data Sheet” that will answer the questions below. If you have any difficulty finding or interpreting the data of any school, please contact* [*jessica.paris@alaska.gov*](mailto:jessica.paris@alaska.gov)

*Add more rows as needed by tabbing in the last cell*

## Application Narrative Prompts

Provide responses to each of the following prompts. You may utilize as much space as you choose for any sub-section of the Application Narrative, provided you comply with the 23-page limit requirements for the total Application Narrative.

For the purposes of this application, the term “out-of-school time” and “afterschool” will be used to describe any time period when school is not in session and services can occur. This can reflect before school, after school, and school-time vacation breaks such as winter, spring, or summer.

### A. Need for Project and Community Readiness (30 Pts)

A1. What general population will be served by this 21st Century Community Learning Center grant? Additionally, what are the sub-populations you are targeting for services? (For example, you might include students below grade level on standardized academic assessments, students who are credit deficient, students whose families are economically disadvantaged, students identified as English Learners, students who are chronically absent, students with insufficient social/emotional skills, students with disabilities, etc.)

A2. Using data (academic, economic, youth-risk, etc.) describe why there is a strong need in your community for 21st CCLC services.

A3. Describe the consultation process you used to identify the school(s) targeted for services, to determine what types of services would be offered, and to whom. Include the names and roles of key community stakeholders with whom you consulted, including the principal of the targeted school(s). How will the school and its staff support the program?

A4. What other out-of-school time resources, programming, and services are already available in this community, particularly at the school(s) to be served? Why are these opportunities insufficient to meet the needs of your targeted sub-population(s)? Describe how the project will avoid supplanting, duplicating, or reducing services already being offered.

### B. Targeted Students and Regular Attendance (20 Pts)

B1. Each year, what data, criteria, and processes will you use identify the individual students who belong to the project’s identified target/focus population(s) and to understand their greatest need for services?

B2. How will you inform students and their families about the program and encourage them to enroll? How will you ensure your program primarily enrolls and serves the targeted/focus population and the students most in need of the provided services before enrolling others?

B3. How will your program’s schedule and its transportation policy facilitate and encourage full and regular attendance by the targeted students and support working families? How will students safely come and go from your program?

### C. Positive and Healthy Environment (25 Pts)

C1. What will you do to encourage regular program attendance without spending grant funds on incentives and rewards? How will your program intentionally build a sense of program community so that students feel a sense of belonging, responsibility, and ownership? How will students have voice and choice? Why will students want to attend voluntarily?

C2. How will your program establish a positive learning environment? For example, describe how you will establish clear expectations, build positive relationships, promote pride in student accomplishments, and respond appropriately to positive and negative student behavior.

C3. How will the nutritional needs of students be addressed in your program? (Programs are expected to use the federal nutrition programs such as NSLP after school snack, CACFP, and Summer Food Service.)

C4. How will your program help students to engage in at least 15 minutes of healthy physical activity every day? Will physical activity be structured recess time? Will it be coupled with social/emotional skill building exercises? Will it be offered as elective enrichment programming?

### D. Engaging and Relevant Programming (55 Pts)

D1. Describe what a typical day and week of programming will look like. If you plan to have multiple centers that will have very different scheduling and programming (e.g. elementary and high school), make clear the differences between programs. Additionally, if you will also be offering summer programming (or winter break or spring break) describe that as well.

D2. How will the center coordinate with the school to receive and share relevant instructional and student information to ensure the after school program aligns with and supports the students’ regular school day, including helping students to meet the challenging state and local academic standards?

D3. How will the center provide programming that directly addresses the core academic assistance its targeted students need, particularly in English Language Arts and Mathematics through tutoring, homework assistance, and/or credit recovery? How will gaps in academic skills be identified and addressed? How will you ensure this academic assistance is targeted to the current and individual need of the students?

D4. Describe the diverse engaging educational enrichment activities students will be offered. (Allowable activities include STEM, theatre, music, art, dance, technology, career competency and readiness, language arts, math, science, structured physical activities, and more.) How will you ensure these activities are relevant and experiential and meet the academic needs of your students? Additionally, how will you ensure students discover new areas of interest, passion, and skill and engage in opportunities and experiences that might not otherwise be available to them?

D5. How will your program improve students’ social, emotional, and non-cognitive skills such as the ability to self-regulate, work collaboratively, and persevere through challenges? Describe how relevant activities will be intentionally embedded within the program structure and/or what explicit curriculum will be used to directly teach such skills.

D6. How will educational technology be used to meet individual student academic need, allow students to create meaningful products, engage in real-world projects, collaborate, and/or otherwise help realize the design of your proposed program? What is the maximum amount of screen time a student will have during programming?

D7. After reviewing the [Guide to the Alaska System for School Success](https://education.alaska.gov/akaccountability/schoolsuccess/Guide_to_the_System_of_School_Success_with_Fact_Sheets.pdf), including the [six indicators](https://education.alaska.gov/akaccountability/schoolsuccess/SummarySchoolSuccess.pdf) that comprise the school accountability index, describe how your proposed project is likely to positively impact one of the key indicators, such as achievement or growth on PEAKS in English Language Arts or Math, English Learner progress on ACCESS for ELLs, chronic absenteeism, proficient in reading by grade 3, or high school graduation. (Though not required, applicants are encouraged to consider including at least one program implementation or outcome measure in their evaluation plan that aligns with or supports one of the six indicators.)

### E. Supporting Family Engagement (15 Pts)

E1. How will the program support and build capacity for its parents and families to be engaged in the educational development of the students served, particularly but not exclusively in the area of literacy? What family activities, events, and communications will occur and how often? (Activities might include trainings in how a parent can support a beginning reader, play math games, find relevant educational apps for personal technology devices, and utilize the school’s online grading and attendance tracking system. Communications might inform parents of other community-based educational and enrichment activities, etc.)

E2. How will you ensure the families of the students served will have input and investment in the program? How will your program reflect and respect the culture of the community it serves?

### F. Partnerships, Coordination, and Sustainability (25 Pts)

F1. Describe the key partnerships with external organizations and businesses that will provide staffing, expertise, and other elements of this project. How will you ensure partners (paid and un-paid) follow through on their commitments?

F2. How will the grantee combine or coordinate this grant funding with other federal, state, and local funding and initiatives for the most effective use of public resources? (Remember: Projects cannot supplant federal, state, local, or other non-federal funds; they must supplement).

F3. Describe the in-kind contributions (staff, space, training, supplies, transportation, etc.) that will result in lower operating costs for the program and that demonstrate community support for the program.

F4. How will the grantee respond to static grant funding as the grant matures and costs inflate? How will you work to increase local resource supports over the life of the grant? If the grantee intends to generate Program Income directly from this award, describe the plan in detail (and remember any Program Income generated will be used to reduce the award). How will this center continue after funding from this grant ends?

### G. Program Management and Staffing (30 Pts)

G1. Describe the duties of key staff positions, including the Project Director and the center-level Site Coordinator(s) who will be primarily responsible for running the programming on a daily basis. Include FTEs and what qualities, skills, and credentials the person will possess in order to ensure consistent staffing over time. If either of these key positions is not at least .5 FTE, explain why partial position(s) are adequate and appropriate to meet the grant goals and objectives. (For multi-center grants, the applicant is strongly encouraged to employ a 1.0 FTE Site Coordinator for each center, for at least nine months. For a single center grant, a .75 to 1.0 FTE combined Director/Coordinator position is sufficient.) Additionally, describe the support (and % FTE) the organization’s fiscal staff will provide the Project Director, even if the fiscal staff is not paid directly with 21st CCLC funds.

G2. How will you attract and retain part-time (typically only two - eight hours per week) staff, contractors, and volunteers with the skills to teach academic content, engage students with challenging behaviors, and plan and lead hands-on enrichment activities?

G3. What process and protocols will you use to ensure employees, contracted staff, and people routinely volunteering in the program are screened for child sexual abuse prevention? What other measures will be taken, protocols set, and training provided, including mandatory reporter training, to ensure the safety of children in the program from sexual abuse?

G4. What programmatic documents and protocols will you create or adopt and what training will you provide--particularly at the beginning of the year--to staff, contractors, and people routinely volunteering, to ensure programming is safe, compliant, and effective?

G5. How will time and resources be managed throughout the year so staff can 1) plan program activities that have a clear structure and purpose and 2) engage in professional development and collaborative reflection in order to increase program quality and professional skills related to quality out-of-school time programming?

### H. Evaluation (30 Pts)

H1. What are the main goals and performance measures established for this project? Explain how they are logically consistent with the student population targeted for the services and the major programmatic activities of the grant. (Response should align with Logic Model and Evaluation Framework in Appendix D.)

H2. Describe and cite the research and/or evidence-based practices that affirm that the program and activities you have described will result in improved academic performance and improved social, emotional, and non-cognitive skills for the students targeted for services in this grant.

H3. How will you collect, manage, and monitor the routine programmatic data required for running programs and completing federal and state reporting requirements, including daily program attendance, programming provided, and enrollment information?

H4. How have you ensured you will have access to the private and sensitive student data (such as assessment scores, family economic status, survey data, grades, school attendance, etc.) that you will need to determine student need and whether program performance measures are being met? What steps will you take to keep the data secure? (If the main applicant is not a school district, you are highly encouraged to include a signed MOU in Appendix C between your organization and the school district that includes what and how data will be securely shared.)

H5. Describe how you will contract a qualified external evaluator to manage evaluation data, observe programming using a structured program quality assessment tool, and create an annual local evaluation report. How will the evaluation results be used to improve programming? How will it be shared with the stakeholders and the public?

### I. Previous Success/Promise of Success (25 Pts)

**Answer only one prompt:**

I1. If you have been previously funded under 21st CCLC (within the past three years), what evidence can you provide to demonstrate prior success? For example, were goals and objectives met, were partnerships solidified, was student academic performance improved, and were aspects of the program supported locally.

**Or**

I2. If you are a new applicant, what information can you provide to demonstrate a promise of success in providing these services? For example, demonstrate that goals and objectives can be met, partnerships can be solidified, student academic performance can be improved, and aspects of the program can be supported locally.

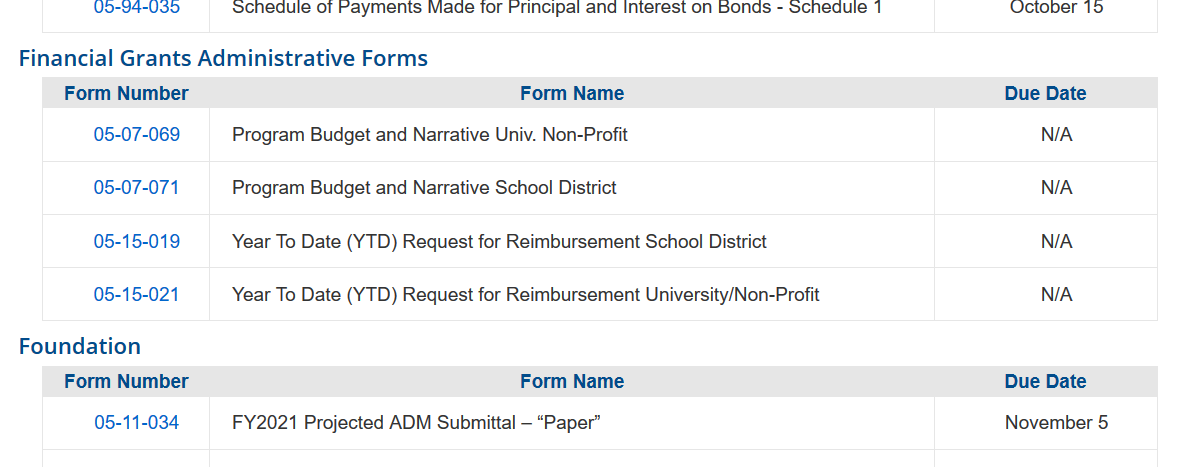
## Appendix A: Budget and Budget Narrative Form Links

Use the links below to find the correct Program Budget and Budget Narrative Excel file on the Department of Education & Early Development’s Forms webpage.

* School districts should download form [05-07-071](https://education.alaska.gov/forms/Grants/05-07-071.xlsx)
* Community-based organizations and other entities should download form [05-07-069](https://education.alaska.gov/forms/Grants/05-07-069.xlsx)

To access the appropriate Budget and Budget Narrative forms:

* Go to the [DEED Forms webpage](https://education.alaska.gov/forms)
* Once there, type the form number given above in the appropriate Form Search Field or else scroll down to the “Financial Grants Administrative Forms” section and select the correct link:



When using the Excel spreadsheet to create the budget narrative, you may add rows and/or increase the size of cells vertically and allow the narrative to extend down through as many pages as needed; however, make sure all **columns** fit on one page.

Be careful not to break the embedded formulas in the Excel spreadsheet.

## Appendix D: Alaska 21st CCLC Logic Model Template

**Goals** *EXAMPLE: Increase Alaska Native students’ interest, proficiency, and confidence in STEM through culturally-responsive programming.*

| **Resources** | **Activities & Focus Population** | **Implementation Outputs** | **Outcomes** |
| --- | --- | --- | --- |
| *EXAMPLE: Partnership with community members and funding for field trips.* | *EXAMPLE:*  *Engage 3-5th grade students in afterschool STEM activities that incorporate Native Alaskan perspectives and align with state standards.* | *EXAMPLE:*  *--New curriculum is created and piloted in 2 schools.*  *--75 3-5th grade students participate in STEM programming.*  *--Students report high levels of engagement in programming.* | *EXAMPLE:*  *--Students report increased confidence in STEM.*  *--Teachers report increased level of student engagement in STEM.*  *--Students demonstrate growth on PEAKS math assessments.* |
|  |  |  |  |

## Appendix D: Alaska 21st CCLC Evaluation Framework with Performance Indicators Template

**Program Implementation (Measures of Effort)**

| ***Implementation output from logic model*** | ***Performance indicator*** | ***Target*** | ***Grant Year*** | ***Data Source(s)*** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**Program Outcomes (Measures of Effect)**

| ***Outcome from logic model*** | ***Performance indicator*** | ***Target*** | ***Grant Year*** | ***Data Source(s)*** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

## Appendix J: Assurances and Standard Agreements

### Certification Regarding Debarment and Suspension Form

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Name and Title of Organization’s Authorized Representative

Signature of Authorized Representative Date

### GEPA 427 Form

**Requirements of GEPA 427**

Below is information regarding the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103‑382).

***What Does This Provision Require?***

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers might prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

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

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

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

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

**Estimated Burden Statement for GEPA Requirements**

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

| *Please provide a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.* |
| --- |
|  |

Type Name and Title of Authorized Representative

Signature of Authorized Representative Date

### Private School Participation Form

Under federal law (Title VIII of ESEA), private schools and their students and staff have the right to “equitable” services provided by ESEA programs, including IV-B (21st CCLC). To ensure this, ESEA [8501(c)] requires that timely and meaningful consultation occur between the grantee and private school officials **prior** to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESEA~~,~~ and continue throughout the implementation and assessment of the equitable services.

1. Does the school district this applicant seeks to serve with 21st CCLC funds have private schools in its attendance area?

Yes No

(If the answer is “no,” do not answer the rest of the questions. Simply sign the bottom of the form.)

1. How many private schools are there in the district?
2. Describe how the district/organization reached out to and consulted with private school officials during the development and design of the 21st CCLC application for funds:

1. For 21st CCLC services, how many private schools are

* Formally declining to participate in equitable services
* Formally requesting to participate in equitable services
* Did not respond to the outreach and consultation attempts

1. For those private schools choosing to participate, describe how the children to receive benefits were identified, how the children’s needs will be identified, and what benefits to students, staff, or parents will be provided:

1. Provide any other information or clarifications your organization would like to share:

**For every private school who formally declined or requested equitable services, attach a signed and dated affirmation of consultation document. For every private school who did not respond to outreach regarding consultation, attach evidence of the attempts to consult, such as receipt of certified mail or receipt of email message.**

By my signature below, I affirm that the district/organization reach out to and consulted with private school officials in a timely and meaningful manner during the development of the 21st CCLC application for funds.

Type Name and Title of Authorized Representative

Signature of Authorized Representative Date

### Assurances for Alaska 21st Century Community Learning Centers Form

By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education & Early Development (DEED), to accept and perform the following:

* The student programming and activities will take place **outside** of the hours school is in session; [ESEA 4201(b)(1)]
* The project was developed and will be carried out in active collaboration with the schools the students attend and the partnering agencies; [ESEA 4204(b)(2)(D)(i)]
* Relevant student data will be shared between the applicant, the schools the students attend, and the partnering agencies as needed and in compliance with all applicable laws relating to privacy and confidentiality, such as FERPA; [ESEA 4204(b)(2)(D)(i)] and [20 U.S.C. 1232g; 34 CFR Part 99]
* The project was developed and will be carried out in alignment with the challenging state academic standards and local academic standards; [ESEA 4204(b)(2)(D)(ii)]
* The program(s) will take place in a safe and easily accessible facility; [ESEA 4204(b)(2)(A)(i)]
* The applicant will ensure students are able to travel safely to and from the center to home; [ESEA 4204(b)(2)(A)(ii)]
* The applicant will disseminate enrollment and other information about the program (including its location) to the community in a manner that is understandable and accessible; [ESEA 4204(b)(2)(A)(iii)]
* The project will target students who primarily attend schools with a high concentration of economically disadvantaged students as evidenced through 1) poverty rates of 40% or greater or 2) selection to be a Title I-A *schoolwide* site; [ESEA 4204(b)(2)(F)]
* Funds under the project will be used to increase the level of state, local, and other non-Federal funds that would, in absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, and local public funds, or non-federal funds; [ESEA 4204(b)(2)(G)]
* The applicant will maintain an active SAM registration with current information at all times during which it has an active federal award or an application or plan under consideration by DEED; [2 CFR 25]
* The applicant will not use any federal funds to lobby Congress or any federal agency; [31 U.S.C. 1352]
* The applicant will provide all required federal and state data and reporting in a timely manner; [ESEA 4205(b)(1)(E)]
* Project staff will engage in ongoing sustainability planning as well as an on-going local evaluation process; [ESEA 4204(b)(2)(K)] and [ESEA 4205(b)(2)(A)]
* Project staff will engage in 21st CCLC events to share and grow best practices, including participating and presenting at local trainings, DEED 21st CCLC Directors Meetings, the Alaska Afterschool Conference, and out-of-state 21st CCLC-aligned conferences; [ESEA 4203(a)(6)] and [ESEA 4204(b)(2)(N)]
* The project was designed and will be evaluated in accordance with the Measures of Effectiveness, including using indicators that track student success and improvement over time; [ESEA 4203(a)(14)] and [ESEA 4205(b)(1)]
* The community, including private schools, was given notice of the applicant’s intent to submit an application, and the applicant will allow opportunities for public review of the application and any waiver requests after submission; [ESEA 4204(b)(2)(L)]
* The applicant will take measures to ensure student safety, including conducting real-time attendance tracking, building security, emergency drills, and emergency preparedness protocols; [ESEA 4204(b)(2)(A)(i)] and [ESEA 4204(b)(2)(N)]
* The applicant will establish protocols to ensure employees, contracted staff, and people routinely volunteering in the program are screened for child sexual abuse prevention; additionally, training to ensure the safety of children from sexual abuse is provided to these persons, including mandatory reporter training; [ESEA 4204(b)(2)(B)] and [ESEA 4204(b)(2)(N)]
* The applicant will implement the project described in the application with the intent of increasing the academic achievement of the students involved; [ESEA 4204(b)(2)(B)] and [ESEA 4204(b)(2)(N)]
* The applicant will comply with all relevant and applicable statutes and regulations of the United States Department of Education and the Alaska Department of Education & Early Development [ESEA 4203(a)(1)] and acknowledges that the grant is subject to the provisions of Title IV of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA); the General Education Provisions Act (GEPA); Parts 76, 77, and 82 of the Education Department General Administrative Regulations (EDGAR) (34 CFR Parts 76, 77, and 82) and 2 CFR 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) (2 CFR Part 200) and 2 CFR 3474.

Type Name and Title of Authorized Representative

Signature of Authorized Representative Date

# Section V: Application Scoring

## Score Sheet

**Alaska 21st Century Community Learning Centers FY21 Grant Application**

Applicant:       Reviewer #:

**A: Need for Project and Community Readiness (30)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A1 | What general population will be served by this grant? What sub-populations are you targeting? | 0 | 1 | 2 | 3 | 4 | 5 |
| A2 | Using data, describe why there is a strong need in your community for 21st CCLC services. | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| A3 | Describe the consultation process you used to identify the schools targeted for services. Include key community stakeholders and principal. How will the school support the program? | 0 | 1 | 2 | 3 | 4 | 5 |
| A4 | What other resources, programming, and services are already available? Why are they insufficient? How will project avoid supplanting, duplicating, and reducing services? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |

**B: Targeted Students and Regular Attendance (20)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| B1 | Each year, what data, criteria, and processes will you use to identify the individual students who belong to the project’s identified target/focus population(s) and to understand their greatest need for services? | 0 | 1 | 2 | 3 | 4 | 5 |
| B2 | How will you inform students and families about the program and encourage them to enroll? How will you ensure you primarily enroll and serve the targeted/focus population and the students most in need of services before enrolling others? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| B3 | How will the program’s schedule and transportation policy facilitate and encourage full and regular attendance? How will students safely come and go? | 0 | 1 | 2 | 3 | 4 | 5 |

**C: Positive and Healthy Environment (25)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C1 | What will you do to encourage regular program attendance without spending grant funds on incentives and rewards? How will your program intentionally build a sense of program community so that students feel a sense of belonging, responsibility, and ownership? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| C2 | How will your program establish a positive learning environment? | 0 | 1 | 2 | 3 | 4 | 5 |
| C3 | How will the nutritional needs of students be addressed in your program? | 0 | 1 | 2 | 3 | 4 | 5 |
| C4 | How will your program help students to engage in at least 15 minutes of healthy physical activity every day? | 0 | 1 | 2 | 3 | 4 | 5 |

**D: Engaging and Relevant Programming (55)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| D1 | Describe what a typical day and week of programming will look like. | 0 | 1 | 2 | 3 | 4 | 5 |
| D2 | How will the center coordinate with the school to receive and share relevant instructional and student information to ensure the after school program aligns with and supports the students’ regular school day? | 0 | 1 | 2 | 3 | 4 | 5 |
| D3 | How will the center provide programming that directly addresses the core academic assistance its targeted students need, particularly in English Language Arts and Mathematics through tutoring, homework assistance, and/or credit recovery? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| D4 | Describe the diverse engaging educational enrichment activities students will be offered. How will you ensure these activities are relevant and experiential and meet the academic needs of your students? | 0 | 1 - 2 - 3 | 4 - 5 - 6 | 7 - 8 - 9 | 10 - 11 -12 | 13 - 14 - 15 |
| D5 | How will your program improve students’ social, emotional, and non-cognitive skills such as the ability to self-regulate, work collaboratively, and persevere through challenges? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| D6 | How will educational technology be used to meet individual student academic need, allow students to create meaningful products, engage in real-world projects, collaborate and/or otherwise help realize the design of your proposed program? | 0 | 1 | 2 | 3 | 4 | 5 |

**D: Continued**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| D7 | Describe how your proposed project is likely to positively impact one of the key accountability indicators of the *Alaska System for School Success* | 0 | 1 | 2 | 3 | 4 | 5 |

**E: Supporting Family Engagement (15)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| E1 | How will the program support and build capacity for its parents and families to be engaged in the educational development of the students served? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| E2 | How will you ensure the families of the students served will have input and investment in the program? | 0 | 1 | 2 | 3 | 4 | 5 |

**F: Partnerships, Coordination, and Sustainability (25)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| F1 | Describe the key partnerships with external organizations and businesses that will provide staffing, expertise, and other elements of this project. | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| F2 | How will the grantee combine or coordinate this grant funding with other federal, state, and local funding and initiatives for the most effective use of public resources? | 0 | 1 | 2 | 3 | 4 | 5 |
| F3 | Describe the in-kind contributions that will result in lower operating costs for the program and that demonstrate community support for the program. | 0 | 1 | 2 | 3 | 4 | 5 |
| F4 | How will the grantee respond to static grant funding? How will you work to increase local resource supports? How will this center continue after funding from this grant ends? | 0 | 1 | 2 | 3 | 4 | 5 |

**G: Program Management and Staffing (30)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| G1 | Describe the duties of key staff positions, including the Project Director and center-level Site Coordinator(s) who will be primarily responsible for running the programming on a daily basis. Include FTEs and justification if less than .5 FTE. Additionally, describe support of fiscal staff. | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| G2 | How will you attract and retain part-time staff, contractors, and volunteers with the skills to teach academic content, engage students with challenging behaviors, and plan and lead hands-on enrichment activities? | 0 | 1 | 2 | 3 | 4 | 5 |
| G3 | What process and protocols will you use to ensure employees, contracted staff, and people routinely volunteering in the program are screened for child sexual abuse prevention. What other measures will be taken and training provided? | 0 | 1 | 2 | 3 | 4 | 5 |
| G4 | What programmatic documents and protocols will you create or adopt and what training will you provide to ensure programming is safe, compliant, and effective? | 0 | 1 | 2 | 3 | 4 | 5 |
| G5 | How will time and resources be managed throughout the year so staff can 1) plan program activities that have a clear structure and purpose and 2) engage in professional development and collaborative reflection in order to increase program quality and professional skills? | 0 | 1 | 2 | 3 | 4 | 5 |

**H: Evaluation (30)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| H1 | What are the main goals and performance measures established for this project? (Should align with Logic Model and Evaluation Framework in Appendix D) | 0 | 1 | 2 | 3 | 4 | 5 |
| H2 | Describe and cite the research and/or evidence-based practices that affirm that the program and activities described will result in improved academic performance and improved social, emotional, and non-cognitive skills for the students targeted for services. | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| H3 | How will you collect, manage, and monitor the routine programmatic data required for running programs and completing federal and state reporting requirements, including daily program attendance, programming provided, and enrollment information? | 0 | 1 | 2 | 3 | 4 | 5 |
| H4 | How have you ensured you will have access to the private and sensitive student data that you will need to determine student need and whether program performance measures are being met? What steps will you take to keep the data secure? | 0 | 1 | 2 | 3 | 4 | 5 |
| H5 | Describe how you will contract a qualified external evaluator to manage evaluation data, observe programming using a structured program quality assessment tool, and create an annual local evaluation report. How will the evaluation results be used to improve programming? How will it be shared with stakeholders and the public? | 0 | 1 | 2 | 3 | 4 | 5 |

**I: Previous Success/ Promise of Success (25)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| I1  Or  I2 | If you have been previously funded under 21st CCLC, what evidence can you provide to demonstrate prior success?  Or  If you are a new applicant, what information can you provide to demonstrate a promise of success in providing these services? | 0 | 1-2-3-4-5 | 6-7-8-9-10 | 11-12-13-14-15 | 16-17-18-19-20 | 21-22-23-24-25 |

**Appendix A: Budget and Budget Narrative (15)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| AA1 | The detailed budget and budget narrative align with the project described and support the chosen program design and activities, including sufficient administrative and managing staff? | 0 | 1 | 2 | 3 | 4 | 5 |
| AA2 | The budget and budget narrative provide enough detail so reviewers can determine if budget items are allowable, necessary, reasonable, and allocable. | 0 | 1 | 2 | 3 | 4 | 5 |
| AA3 | The application demonstrates that proposed expenses are  reasonable and necessary for reaching the overarching goal of increasing student academic achievement for the number of students served. | 0 | 1 | 2 | 3 | 4 | 5 |

**Appendix B: Letter(s) of Support and Commitment from School Principal of School(s) (10)**

| **Q#** | **Prompt** | **Absent** | **Minimal**  *Clarification needed; Uncertain; Lacking* | **Fair** | **Good**  *Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent**  *Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| AB1 | The letter(s) demonstrates good knowledge of the program, describes how the program would best serve the school population, and gives clear evidence of support | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |

      Total Points (280 points possible)