



**REQUEST FOR APPLICATIONS
FY15**

*Alaska
21st Century Community Learning Centers*

Release Date: February 7, 2014

Available at: <http://education.alaska.gov/21cclc/>

DUE DATES:

Letter of Intent to Apply: March 3, 2014

Applications Due: April 4, 2014

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

GENERAL APPLICATION INFORMATION

THE ORIGINAL, 7 PAPER COPIES, AND A PDF ELECTRONIC COPY ON DISC OR USB FLASH DRIVE OF THE COMPLETED GRANT APPLICATION MUST BE RECEIVED NO LATER THAN 4:00 P.M. ON APRIL 4, 2014

NOTE: Applications that are received after this time/date will be returned unopened and not considered unless applicant can provide an independent verification from the U.S. Post Office or delivery service that the delivery would have met the required deadline but was unavoidably detained by weather or the carrier's mechanical failure. *Applicants are strongly encouraged to notify the program contact as soon as possible if they expect an application delay due to weather or the carrier's mechanical failure.*

Mail to:

ATTN: Jessica Paris
Alaska Department of Education & Early Development
801 West 10th Street, Ste. 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Department of Education & Early Development Contact:

Jessica Paris
Alaska Department of Education & Early Development
801 West 10th Street, Ste. 200
P.O. Box 110500
Juneau, Alaska 99811-0500
(907) 465-8716
jessica.paris@alaska.gov

- **Applications which do not meet the specifications listed in this Request for Applications (RFA) may not be reviewed.**
- **Do not attach any additional support materials beyond what is identified as acceptable appendices. Excess materials will be discarded.**
- **Do not use spiral binding.**
- **Faxed, emailed, late, or incomplete applications 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.

Contents

I. RFA Summary

A. Program Purpose.....	3
B. Eligibility.....	4
C. Priority.....	5
D. Available Funding and Related Conditions.....	6
E. Use of Funds.....	7
F. Technical Assistance	7
G. Application Review Process.....	8
H. Assurances.....	8
I. Conditions of Grant Award.....	8
J. Appeals Process.....	10
K. Timelines.....	10
L. Application Submission.....	10

II. Application Directions and Clarifications

Directions	11
Checklist.....	16

III. Application Sub-element Forms, Templates, and Prompts

Letter of Intent to Apply – form.....	18
Cover Page – form.....	19
Summary Page - prompts	20
Population Served and Eligibility – form.....	21
Secondary Schools Poverty Rate Using Feeder Pattern – form.....	22
Priority Points for high-poverty and low-achieving schools – form.....	23
Schedule of Operations – template.....	24
Application Narrative – prompts.....	25
Budget and Budget Narrative – link to forms.....	29
Scoring Sheet – form.....	30
Assurances and standard agreements:	
Private School Participation - form	43
Assurances for Alaska 21 st CCLC – form.....	44
GEPA 427 –form.....	45
Certifications on Debarment, CCR & DUNS – form.....	47
Appendix:	
A:Logic Model – template.....	48

Section I

RFA Summary

Alaska 21st Century Community Learning Center Grant Request for Applications (RFA) FY15 Funding Period

A. Program Purpose

The Alaska 21st Century Community Learning Centers (21st CCLC) program 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. Centers can be located either in schools (elementary, middle or secondary schools) or in similarly accessible facilities. Centers provide a range of high quality services to support student learning and development including: tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology, STEM, or Project-Based Learning activities), drug and violence prevention programs, character education programs, as well as music, arts, sports, and cultural activities.

The funding provided is intended to:

- Provide opportunities for academic enrichment, including tutorial services, to help students, **particularly those who attend high-poverty and low-performing schools**, meet state and local standards in core academic subjects like reading and mathematics.
- Offer students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students.

B. Eligibility

Any public or private organization 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 as evidenced through free and reduced lunch rates of 40% or greater.

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. 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.

See Directions under Section II for important definitions and clarifications about eligibility.

C. Priority

Priority will be given to applications that **both** propose to serve students who attend high-poverty and low-performing schools, including schools identified as Title 1A Priority or Focus schools, **and** that are submitted jointly between at least one Local Education Agency receiving funds under Title I, Part A and at least one public or private community organization.

Priority will also be given to applications that sufficiently demonstrate they will provide programming in one of the three following special interest areas: 1) Programming focused on STEM (Science, Technology, Engineering, and Math) or STEAM (STEM plus Art) project-based learning; or 2) Programming focused on prevention of drug use or violence, Social/Emotional Learning, or Character Education; or 3) Programming focused on supporting secondary-aged students to be college- and career-ready.

See Directions under Section II for important definitions and clarifications about the priority points.

D. Available Funding and Related Conditions

1. Projected Total Amount Available For Awards

Approximately \$2,150,000 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. It is estimated that the department will award 4-6 grant awards in this competition.

The minimum grant award is \$50,000. The maximum grant award is \$500,000. The range of grant awards will vary dependent on location in the state and number of students to be served. Individual sites can use the guidelines below to estimate costs of services: Approximately \$125,000-\$150,000 per school site for services to approximately 80-100 students per day. 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.

2. Grant Period

The grant award is for 5 years, contingent upon congressional funding and substantial progress towards meeting grant goals and objectives and compliance with all grant requirements.

3. Statutory/Regulatory Conditions

Federal funds may not be used to support activities that had been funded with state or local funds during the prior year (supplanting). All awards are subject to the non-supplanting and restricted rate requirements of 34CFR 76.563.

All funds will be awarded according to the conditions of this Request for Application (RFA). Non-regulatory Guidance can be found at:
<http://www.ed.gov/programs/21stccl/guidance2003.doc>

E. Use of Funds

Each eligible organization that receives an award may use the funds to carry out a broad array of before school and after school activities (including during summer recess periods) that advance student achievement. Funds may not be used for programming or activities that occur during the hours school is in session.

Programs are encouraged to engage students in active experiential learning. Eligible activities include:

1. Remedial education activities and academic enrichment learning programs, including those that provide additional assistance to help students improve their academic achievement
2. English language arts, mathematics and science education activities
3. Arts and music education activities
4. Entrepreneurial education programs
5. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
6. Telecommunications and technology education programs
7. Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
8. Recreational activities
9. Expanded library service hours
10. Programs that promote parental involvement and family literacy
11. Assistance for students who have been truant, suspended, or expelled to allow them to improve their academic achievement
12. Drug and violence prevention programs, counseling programs and character education programs

Services can be provided for students in preschool through high school.

Grant funds **cannot** be used to purchase facilities, support new construction, or fund endowments.

Fees are permitted; however, **income collected from fees must be used to fund program activities specified in the grant application.** Applicants may establish a sliding fee scale that takes into account the relative poverty of the students and families targeted for services. Applicants that choose to establish a fee structure must provide a narrative within the budget section that explains the fee structure, its administration, and its management.

F. Technical Assistance

All applicants must submit a letter of intent to apply for 21st CCLC funding. **Letters are due by March 3, 2014.** This letter will allow the department to identify potential applicants and communicate additional resources as well as direct technical assistance and support for the application process. Interested applicants who miss the deadline date for the Letter of Intent to apply are still welcome to apply – please contact the department for further details.

The department plans to offer technical assistance opportunities to support applicants. These technical assistance opportunities will provide prospective applicants tools to assess their eligibility, overview historical profiles of funded sites, 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.

Please refer to the department website for an up-to-date schedule of all technical assistance opportunities and resources: <http://education.alaska.gov/21cclc/>

Our website has a variety of helpful resources available to interested applicants such as: General grant writing guidance, national websites and publications of interest, and guidance documents.

Scheduled Technical Assistance:

For Applicants not previously funded under 21st CCLC – the optional Alaska 21st CCLC FY15 RFA Technical Assistance Webinar #1 will focus on areas such as: clarifying the target audience for these funding resources, discussing the academic focus, clarifying best practices, viable staffing, necessary community partnerships, and overviewing capacity to deliver programming. **The webinar will be held on February 19, 2014 from 9:30-11:00 a.m.**

For all Applicants – the optional Alaska 21st CCLC FY15 RFA Technical Assistance Webinar #2 will focus on a discussion of application requirements, rubrics, and changes to this application. **The webinar will be held on February 20, 2014 from 9:30-11:00 a.m.**

You will be able to link to the webinar(s) using your telephone if you are not able to access it on your computer. Plans are for both webinars to be recorded and posted on the department website.

To register for either of these webinars, please email Samantha Wilson at samantha.wilson@alaska.gov (907-465-2304) no later than February 17, 2014.

Please refer to the department website for the most up-to-date schedule of all technical assistance opportunities and resources: <http://education.alaska.gov/21cclc/>

Individual technical assistance will be available by phone 907-465-8716 or email jessica.paris@alaska.gov

G. Application Review Process

A panel of reviewers composed of approximately five department staff and/or other educators/state agency representatives with expertise in schools and communities will read all eligible grants submitted and received by the deadline. Applications will be scored independently using the Scoring Sheet/rubric 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).

Reviewers may be provided background information on any proposals previously funded for 21st CCLC programming, 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 for the project prior to issuance of the grant award.

H. Assurances

Approved grantees must complete all required assurances and any other required departmental forms after Notices of Intent to Award are received. Grant recipients must have a complete federal programs assurance packet on file with EED prior to FY15 funding being released. Sample assurances can be found on the department website by going to <http://education.alaska.gov/forms/home.cfm> looking under *NCLB - No Child Left Behind* for the document titled "FY2013-2014 Federal Programs Application Assurances & Certifications Packet."

As part of their application packet, applicants will also need to submit the following four forms contained within this RFA: The Private School Participation form; the Assurances for Alaska 21st Century Community Learning Centers form; The GEPA 427 Form; and the Certifications regarding Debarment, Suspension, CCR, and DUNS form.

I. Conditions of Grant Award

Evaluation of Grantee performance / continuation of funding:

Entities receiving federal funds are required to meet all necessary reporting requirements of the grant. In awarding the grant, the state expects the grantees to conduct all activities and evaluation measures as written or negotiated in the approved grant proposal. Failure to provide the requested performance reports, report and evaluate on all activities as proposed, and 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.

The state reserves the rights to withhold funding, reduce funding, or terminate funding if the grant is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures; serves less 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. This grant is subject to federal appropriations and may be reduced or terminated based on federal appropriated funds in any given fiscal year.

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.

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.

After the completion of grant negotiations, the state will issue a written Notice of Intent to Award (NIA) and send copies to all applicants. The NIA will identify the proposal(s) selected for award.

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

The grantee will be responsible for adherence to all state and federal regulations governing expenditures, accounting, and reporting requirements under EDGAR or, as of December 2014, Part 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Award, which can be located at <http://www.ecfr.gov/cgi-bin/text-idx?SID=36766b4d82ebca47caae047cb4606343&node=2:1.1.2.1.1&rgn=div5#2:1.1.2.1.1.1.28>

Items that may be considered to be educational 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, pencils, pizza parties, gift certificates, or other similar purposes, a written justification must be filed with the EED program manager and approved prior to reimbursement.

All successful applicants must agree to participate in the post-award development process for a Formal Sustainability Plan and Formal Evaluation Plan that will include the refinement of performance measures. Additionally, applicants must agree to participate in EED-sponsored activities to share and develop best practices.

J. Appeals Process

The appeals process is set by the Alaska Administrative Code. It can be accessed via the website of the Alaska State Legislature by doing the following:

- 1) Go to: <http://www.legis.state.ak.us/cgi-bin/folioisa.dll/aac>
- 2) Select "TITLE 4 Education and Early Development"
- 3) Scroll down to select "40. Review and Appeals of Actions and Decisions Regarding Funding. (4 AAC 40.010 - 4 AAC 40.050)"

K. Timeline

RFA Released.....	February 7, 2014
Technical Assistance Webinar #1 for NEW Applicants.....	February 19, 2014
Technical Assistance Webinar #2 for ALL Applicants.....	February 20, 2014
Letter of Intent to Apply Form Due.....	March 3, 2014
Grant Applications Due.....	April 4, 2014 by 4:00 p.m.
Grant Review Period.....	April 2014
Notice of Intent to Award.....	May 5, 2014
Grant Funding Begins:.....	July 1, 2014
Reports Due:.....	June 30 of each year and as required for federal reporting

L. Application Submission

Notice of Intent to Apply forms are due to the Alaska Department of Education & Early Development on or before March 3, 2014. See form for delivery instructions.

Alaska 21st Century Community Learning Centers Grant Applications must be received by **4:00 p.m. on April 4, 2014**. Send an **original, 7 paper copies, and a PDF electronic copy on disc or USB flash drive** to:

ATTN: Jessica Paris (jessica.paris@alaska.gov)
Department of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Section II

Application Directions and Clarifications

Directions

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

Letter of Intent to Apply

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

1. **Letter of Intent to Apply:** Complete the form in Section III.

Grant Application Package

A completed 21st CCLC FY15 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 to supply the requested information. When a *template* is provided, it may be altered, but be sure to include any requested information.

1. **Cover Page:** Complete the form in Section III. Original must have ink signatures of appropriate authorities.
2. **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.
3. **Program Abstract:** Create a one-page abstract of your program that gives a brief overview. Abstract should include information such as applicant organization and major partner's role, goal of program and expected results, number of regularly attending students to be served, schools they attend, scope of programming, cost of program.
4. **Summary Page:** See questions in Section III. Create a brief narrative to address questions indicated.
5. **Population Served and Eligibility:** Complete the form in Section III. Grants will only be awarded to applicants that will serve students who primarily attend schools with a high concentration of economically disadvantaged students as evidenced through free and reduced lunch rates of 40% or greater. The following criteria and definitions are to be used when completing this form and determining eligibility:
 - “Serve students”—a student must attend at least 30 sessions of programming during the grant year to be counted as “served” by this program.

- “Free and reduced lunch rates of 40% or greater”—a school with free and reduced lunch rates of 40% or greater for the **2012-2013** school year will meet the criteria. Use the Alaska 2013 National School Lunch Program Free & Reduced Eligibility Report, which is based on the 2012-2013 school year, to determine and cite eligibility. Secondary schools may use their feeder schools’ data from the report mentioned above, in order to determine their eligibility. If choosing to use the feeder school method, complete the “Secondary School Poverty Rate Using Feeder Pattern” form found in Section III and place immediately after this form.
- “Primarily”— More than half of the students served must attend schools with free and reduced lunch rates of 40% or greater. This form does not request, and eligibility is not determined by, the poverty level of any individual **student** served.

6. **Priority Points for High-Poverty and Low-Performing Schools:** Complete the form in Section III. Priority points will be awarded to applications for projects that will serve students who attend schools:

- A. With high-poverty as evidenced through free and reduced lunch rates of 40% or greater for the **2012-2013** school year. Use the Alaska 2013 National School Lunch Program Free & Reduced Eligibility Report, which is based on the 2012-2013 school year, to determine and cite eligibility. Secondary schools may use their feeder schools’ data from the report mentioned above, in order to determine their eligibility. If choosing to use the feeder school method, complete the “Secondary School Poverty Rate Using Feeder Pattern” form found in Section III and place immediately before this form; **and/or**
- B. Currently awarded 3 stars or less on the Alaska School Performance Index (ASPI); **and/or**
- C. Currently designated a Priority and Focus school by EED and/or designated a Title I school by their school district for the 2013-2014 school year.

For each application, the sum of the total number of criteria each school served meets will be divided by the total possible number.

Priority points will be awarded based on the following:

- .30 to .44 = 5 points
- .45 to .79 = 10 points
- .80 to 1 = 15 points

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

Additionally, in order to receive any of the priority points described above, the application must be submitted jointly by 1) a school district receiving funds under Title I A; and 2) a community-based organization or public or private organization. However, if a school district

demonstrates it is unable to partner with an appropriate community-based organization, the school district is still eligible for these priority points if it meets the other criteria.

7. **Priority Points for Programmatic Areas of Special Interest:** Create a one-page narrative that describes your plan to provide significant levels of programming in **one** of the three special interest areas listed below. Five priority points will be awarded to applications that sufficiently explain their intent to provide programming in one of the three areas. Further demonstrate your commitment to the selected programming by listing the page numbers of **four** other pages in the application that indicate planning and support related to this programming.
 - A. Programming focused on STEM (Science, Technology, Engineering, and Math) or STEAM (STEM plus Art) project-based learning.
 - B. Programming focused on drug and violence prevention or Social/Emotional Learning or Character Education. Programming must follow an evidence-based curriculum.
 - C. Programming focused on supporting secondary-aged students to be college and career ready.
8. **Schedule of Operations for Sites:** See template in Section III. Create a table or chart that efficiently communicates what activities and programming will be offered, how often, what time of day, by whom, and what dates.
9. **Application Narrative:** See questions in Section III. Create a narrative to address all 43 questions contained within the 8 sub-sections. Applicants must limit the **Application Narrative section** to no more than 25 **double-spaced** pages. Pages must have a 1” margin on all sides and utilize a type size of 12 points or greater, preferably using Times New Roman font. (Any tables and charts should conform to the type size guidelines but can be single-spaced.) All sections and subsections should be clearly labeled for reviewers, including using the alphanumeric code that accompanies each question. 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, and ensure that each of these criteria is addressed in the response. The Application Narrative has eight sub-sections that should include information on the following:
 - Need for project
 - Alignment with regular day
 - Maximizing student participation
 - Organization and structure for instructional time
 - Management
 - Evaluation
 - Sustainability/Partnerships
 - Previous Success/Promise of Success

Please note: Required Forms, Budget Pages, Allowable Appendices, etc. are not considered part of the 25 pages of the Application Narrative.

10. **Budget and Budget Narrative:** See links to forms in Section III. 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. Indicate how you 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.

Budget narrative pages must explain all budgetary items, including any possible in-kind support, income earned from fees or funding provided by partners in the project.

Indicate in both the budget and the budget narrative the purpose, by line item, for each of the expenditures, paying 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/year X 3 sites = \$81,000.
- **Professional/Technical:** Describe proposed subcontract agreements with community agencies and other contractors including the cost. It should reflect your Memorandum of Agreement/Contract accurately.
- **Staff Travel Required:** The only staff travel sanctioned under this grant is for specific 21st CCLC capacity building events. Include travel and expenses for the following within your budget:
 - Directors Meeting – the Grant Director should budget for both a one-day meeting in Anchorage and another one-day meeting attached to the State Conference event. Additional key staff can be included in these events if appropriate.
 - State Conference – the budget should include travel expenses for a team from the grant to build capacity at the state conference. The conference is generally held in Anchorage, Fairbanks, or Juneau. Budgets should be built for a trip outside your home community.
 - National Conference – the budget should include travel expenses for the Grant Director and a small team to attend **one** out-of-state trip annually to build capacity at a national 21st CCLC-aligned event.

- **Student Travel:** All requests for student travel (field trips) must be specified in the grant application. (Regular student travel to/from program should be labeled transportation.)
11. **Scoring Sheet:** Complete the form in Section III. Complete the form by specifying on which 1- 4 page(s) the most important information related to each question will be found.
 12. **Assurances and Standard Agreement Forms:** Complete the forms in Section III. Each application must include the Private School Participation Form; Assurances for Alaska 21st CCLC Form; GEPA 427 Form; and Certifications Regarding Debarment and Suspension, CCR, and DUNS Form.
 13. **Appendices:** Each application may be accompanied by appendices, limited to the following: (Please note – the Appendices in **BOLD** text are required under this application)
 - A: Logic Model and Measurable Objectives.** These should be clearly labeled “Appendix A.” See the template for the logic model in Section III.
 - B: Job Descriptions and Resumes for Key Staff Members.** These should be clearly labeled “Appendix B.”
 - C: Memorandums of Agreement/Contracts for Key Partners.** These should be clearly labeled “Appendix C.”
 - D: Timeline for 1st year (if appropriate).** This should be clearly labeled “Appendix D.”

Other attachments to the application will not be accepted.

Application Checklist

Due: March 3, 2014

- Letter of Intent to Apply

Due: April 4, 2014

A complete application must include, *in the order given below*, the following sections:

- Cover Page*
- Table of Contents*
- Program Abstract*
- Summary Page*
- Population Served and Eligibility*
- Secondary Schools Poverty Rate using Feeder Schools Form (if appropriate)*
- Priority Points for High-Poverty and Low-Performing Schools*
- Priority Points for Programmatic Areas of Special Interest*
- Schedule of Operations*
- Application Narrative*
- Budget and Budget Narrative*
- Score Sheet*
- Assurances and Standard Agreements*
 - Private School Participation Form*
 - Assurances for Alaska 21st CCLC Form*
 - GEPA 427 Form*
 - Certifications on Debarment, CCR & DUNS Form*
- Appendices*
 - Logic Model and Measurable Objectives (A)*
 - Job descriptions and Resumes for Key Staff Members (B)*
 - Memorandums of Agreement/Contracts for Key Partners (C)*
 - Timeline for 1st year (if appropriate) (D)*

This checklist is for your own use and should **not** be submitted with your application.

Section III

Application Sub-element Forms, Templates, and Prompts

**Letter of Intent to Apply Form –
Alaska 21st Century Community Learning Centers FY15 RFA**

Name of Organization: _____

Address: _____

Primary Contact Name: _____

Email: _____

Give a brief description of your proposed services – 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.

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 3, 2014. Letters will be accepted after that date – contact the department for details.

The form can be mailed or emailed. A confirmation email will be delivered to all applicants that meet the filing deadline. Send to:

Jessica Paris
Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, AK. 99811-0500
jessica.paris@alaska.gov

Cover Page Form
Alaska 21st Century Community Learning Centers FY15 Application

Organization	
Mailing Address	
Name of Contact Person	Telephone
email address	Fax Number
Authorized Signatory for Budget Revisions/ Record and Report of Local Expenditures	Date
<p><i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></p>	
Signature of organizational representative	Date
Name and Title of organizational representative	

\$ _____ Total Funding Requested Per Year
--

EED Use Only	
Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

Summary Page Questions

What is your program proposing to achieve? Please briefly summarize the strategy behind your program. Limit your response to one page. Address the following in your narrative response:

- Why is the regular school day not meeting all the needs of your target population?
- What will your program add to address that shortcoming and why is that the right strategy?
- What specific improvements do you expect to observe in your participants?

Population Served and Eligibility Form

Location of Services			Grades	Basic Eligibility: More than half of the total students served by the grant must attend a school with a high rate of poverty as evidenced through 2013 NSLP Free and Reduced Lunch Rates of 40% or greater.		
Name of Out-of-School-Time Center or Program	School Attended by Population to be Served	Grade Levels of School	Grade Levels of Students Served	School Free & Reduced Lunch Rate using 2013 NSLP data <i>If using feeder school data, complete and attach "Secondary Schools Poverty Rate Using Feeder Pattern Form" after this page.</i>	Number of Students from School to be Served on a Regular Basis = attend at least 30 sessions per year	% of Total Students Served by Grant who Attend Schools with 40% or greater free and reduced lunch rate. <i>To determine: Using the two previous columns, total the number of students to be served who attend schools that meet the criteria for high poverty, then divide this by the total number of students to be served.</i>
<i>Example: Excellence After School</i>	<i>Example: Smalltown Lower School</i>	<i>Example: K-8</i>	<i>Example: 1-6</i>	<i>Example: 43 %</i>	<i>Example: 80</i>	<i>Example: 100%</i>
				High poverty: Y %		
				High poverty: Y or N %		
				High poverty: Y or N %		
				High poverty: Y or N %		

Secondary Schools Poverty Rate Using Feeder Pattern Form

When determining school poverty rates, eligibility for National School Lunch Program (NSLP) free or reduced-price lunch is by far the measure most frequently used. Yet, experience shows us that high school and middle school students are less likely to participate in free and reduced-price lunch programs than are elementary school students. Hence, those schools may have an inaccurately depressed poverty rate if using the NSLP eligibility data. In order to address the situation when applying for Alaska 21st CCLC funds, a district or organization may use the “feeder pattern” concept to determine a secondary school’s poverty rate. This concept allows them to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school. To complete this chart, use the 2013 NSLP data for the feeder elementary schools, which is based on the 2012-2013 school year.

Secondary school to be served	Feeder elementary schools for secondary	Number of students enrolled in each feeder elementary school	Total number of students enrolled in feeder elementary schools	Number of students enrolled in each feeder elementary school qualifying for free or reduced lunch	Total number of students enrolled in feeder elementary schools qualifying for free or reduced lunch	Poverty rate of secondary school based on average poverty rate of feeders schools <i>To determine: divide the 6th column (Total F&R) by the 4th column (Total enrollment)</i>

Priority Points for Serving High-Poverty and Low-Performing Schools Form

Location of Services			Priority Points for serving high-poverty and low-performing schools: To determine priority points, add up the total number of “yes” answers and divide by the total number possible. Use the resulting number and the following scale to determine total priority points for the applicant: .30 to .44 = 5 points .45 to .79 = 10 points .80 to 1 = 15 points		
Name of Out-of-School-Time Center or Program	School attended by Population to be Served	Grade Levels of School	School Free & Reduced Lunch rate using 2013 NSLP data is 40% or greater. <i>If using feeder school data, complete and attach “Secondary Schools Poverty Rate Using Feeder Pattern Form” before this page.</i>	Current ASPI rating of 3 stars or less	Designated Priority or Focus school by EED and/or designated Title 1 school by school district for 13-14 school year
<i>Example: Excellence After School</i>	<i>Example: Smalltown Lower School</i>	<i>Example: K-8</i>	<i>Example: 43% Yes</i>	<i>Example: 4 Stars No</i>	<i>Example: Title 1 Yes</i>

In order to receive the priority points, an application must be submitted jointly by 1) a school district receiving funds under Title I Part A; and 2) a community-based organization or public or private organization. **List the two major jointly-applying organizations below:**

School district receiving Title I Funds:

Community-based or public or private organization:

Briefly explain the role of each of the two major partners:

Schedule of Operations Template

Complete a typical Schedule of Operation form for each proposed site. If the schedule is the same for each site, you may use one form to include all sites.

School(s) served: _____

Date programming begins and ends for the year: _____

SCHOOL YEAR:

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	SA	SU

SUMMER:

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	SA	SU

Application Narrative Questions

Provide responses to each of the following 43 questions. You may utilize as much space as you need for any sub-section of the Application Narrative, provided you comply with the 25-page limit requirements for the total Application Narrative.

For the purposes of this application, the term “out-of-school time” 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 Program (30)

A1. What population will be served by this community learning center grant?

A2. What academic and other data do you have that indicates a need in your community for services?

A3. Who is your targeted sub-population of students? (This information provides reviewers information on the specific sub-populations to be targeted; such as students failing one or more classes, students below proficient on standardized state assessments, students whose families face economic hardship, etc.)

A4. What other out-of-school time programs and services exist in the community and why are they insufficient to meet the needs of your targeted audience?

B. Aligning with Regular Day (20)

B1. How do you plan to maintain regular communication between school day and after school staff?

B2. How do you plan to structure the academic time so that it complements the school day goals, objectives and standards, and adheres to evidence-based programming standards? If homework is to be addressed in your program model, how will your program work with the Principal and the regular day teachers to incorporate research-based quality practices into any homework expected to be addressed during the out-of-school time program?

B3. How will the school staff (including the Principal) support the out-of-school time program?

C. Maximizing Student Participation and Attendance (50)

C1. How will your program establish protocols (and what will they be) to encourage student regular attendance for the intended audience? How will parent/family member support for attendance be encouraged? What systems will be used to monitor attendance and other programmatic data?

C2. What barriers exist that may prevent students from regularly attending program and what plans do you have to address the barriers?

C3. How will students come and go safely from program services?

C4. How will students and their families find out about your programs and services? How will students and their families be able to provide input into your programmatic offerings?

C5. Why will students want to come to your program? What programs or services will be offered to students that will expand opportunities that may not be offered in the regular school day?

C6. How will the nutritional needs of students be addressed in your program? (Include how/if USDA reimbursements will be utilized.)

C7. How will your program work with other school-based and out-of-school time providers to maximize services for your targeted audience?

C8. How will your program involve the community and community issues to build supports?

C9. How do you plan to involve parents/family members to build support of the program and to build their literacy skills or other relevant educational knowledge?

D. Organizing the Instructional Time (45)

D1. How will your program access student academic information and utilize it to tailor instructional time?

D2. How will your program monitor student progress and utilize that information to refine strategies?

D3. How will your program develop and use planning tools to meet individual student needs?

D4. What type of staff (certified, classified, volunteers) will your program design utilize and how does that match with the instructional strategies chosen?

D5. What will the pupil/teacher ratio be for academic and non-academic time and how does that align with your program design and safety issues?

D6. What types of professional development will be offered to staff and how will that build capacity for delivering your program?

D7. How and when will program staff be supported to plan and prepare for instructional time?

D8. How is your proposed program instructionally different (not more of the same) than what is provided during regular day? Be specific in terms of materials, teaching practices or educational strategies. What evidence exists that this design will be successful?

E. Managing Programs, Services and Funding (35)

E1. What will the organizational structure of your program look like and how will services be supervised at the site level?

E2. What FTE is expected of management staff for the program and what will their primary duties be? Include job descriptions and credentials for key staff in Appendix B.

E3. How will the grant funds be managed and expended at the district/agency level AND at the site level?

E4. How will program management materials (such as registration forms, program advertising materials, handbooks, training materials, databases) be created, disseminated, updated, and managed? New applicants must provide a timeline for initial start-up in Year one. Include in Appendix D.

E5. How will information and resources gained at state and national professional development opportunities be shared?

E6. How will the grantee combine or coordinate this grant funding with other federal, state, or local sources for the most effective use of public resources?

E7. How will the grantee respond to static grant funding as the grant matures and costs inflate?

F. Evaluating to Improve Program Quality (40)

F1. Who will be involved in your local evaluation process and what qualifications do they have?

F2. How will you make your evaluation appropriate for your program's maturity level? (New programs generally put more focus on process and content while experienced programs put more focus on outputs and impacts.)

F3. What key issues do you want your evaluation to address?

F4. What data sources do you plan to utilize to measure progress?

F5. How do you plan to manage the data collected?

F6. How do you plan to monitor and document program services?

F7. How do you plan to utilize evaluation information to improve programming, provide feedback to stakeholders and inform program direction?

F8. How will public reporting to the community take place?

G. Sustainability (15)

G1. Who will be the key partners/stakeholders you will involve in your formal sustainability planning process?

G2. What specific local partners will be involved in your program design and what resources will be contributed and/or leveraged locally (include all in-kind materials, use of existing school

resources, services etc.) that demonstrate local buy-in to extended day services? (If local partnerships are limited due to location/accessibility, please provide further descriptions.)

G3. How will you work to increase local resource (both fiscal and human) supports over the life of the grant?

H. Previous Success/Promise of Success (30)

Only answer one of the questions below.

H1. If you have been previously funded under 21st CCLC, what evidence can you provide to demonstrate prior success? Include baseline data in any information about academic gains.

Or

H2. If you are a new applicant, what information can you provide to demonstrate a promise of success in providing these services?

Budget and Budget Narrative Form Links

Use the url or links below to find the correct Program Budget and Budget Narrative Excel file on the Department of Education & Early Development's forms webpage. Non-profits, universities, and other community-based organizations should download form 05-07-069. School districts should download form 05-07-071.

To access the appropriate Budget and Budget Narrative forms, go to:

<http://www.education.alaska.gov/forms/home.cfm>

Once there, scroll down to the Financial Grants Administrative Forms section and select the correct link:

Financial Grants Administrative Forms	
<i>For assistance on these forms, call 465-8696.</i>	
Number	Form Name

[05-07-069](#)

Program Budget and Narrative Univ. Non-Profit - MS Excel

[05-07-071](#)

Program Budget and Narrative School District - MS Excel

Scoring Sheet Form
Alaska 21st Century Community Learning Centers FY15 Grant Application

Applicant: _____

Reviewer: _____

A: NEED FOR PROGRAM (30)

What needs exist in your community that could be addressed through an out-of-school time program?

Q#	Question	Need for Project – 30 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
A1	What population will be served by this community learning center grant?	Services aimed at students attending high-poverty and low-performing schools.	0	1	3	5	
A2	What academic and other data do you have that indicates a need in your community for services?	Cites school and community factors that place population to be served at risk of educational failure or other areas of consideration and includes objective academic and other data regarding the need for out-of-school time programs.	0	1	3	5	
A3	Who is your targeted sub-population of students?	Plans are included for identifying and targeting services to sub-populations identified most in need of services.	0	3	9	15	
A4	What other out-of-school time programs and services exist in the community and why are they insufficient to meet the needs of your targeted audience?	Describes other after school programs currently serving target population and explains why those services are insufficient to meet identified needs.	0	1	3	5	

B: ALIGNMENT WITH REGULAR DAY (20)

How will you align out-of-school academic activities with instruction provided during the regular school day?

Q#	Question	Alignment with Regular Day – 20 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
B1	How do you plan to maintain regular communication between school day and after school staff?	Clear communication system established to maintain regular communication with school day staff.	0	1	3	5	
B2	How to you plan to structure the academic time so that it complements the school day goals, objectives and standards and adheres to evidence-based programming standards? If homework is to be addressed in your program model, how will your program work with the Principal and regular day teachers to incorporate research-based quality practices into any homework expected to be addressed during the out-of-school time program?	Academic activities clearly address specific learning topics and standards that are linked to school day goals. Clearly describes the incorporation of research-based quality practices on homework assigned in after school.	0	2	6	10	
B3	How will the school staff (including the Principal) support the out-of-school time program?	Demonstrated commitment of school day personnel to support and staff program.	0	1	3	5	

C: MAXIMIZING STUDENT PARTICIPATION (50)

How will you maximize student participation and attendance in your program?

Q#	Question	Maximizing Student Participation – 50 points	Inadequate Information not provided	Minimal Requires additional clarification	Good Clear and complete	Excellent Concise and thoroughly developed	Page number where information is located
C1	How will your program establish protocols (and what will they be) to encourage regular attendance for the intended audience? How will parent/family member support for attendance be encouraged? What systems will be used to monitor attendance and other programmatic data?	Protocols are established to encourage and maintain attendance. Plans for building family support for regular attendance is clearly defined. Attendance is closely monitored.	0	1	3	5	
C2	What barriers exist that may prevent students from regularly attending program and what plans do you have to address the barriers?	Barriers to attendance are explored and addressed.	0	1	3	5	
C3	How will students come and go safely from program services?	Clear plans are included to ensure that students have access to the program and travel safely to/from the program.	0	1	3	5	
C4	How will students and their families find out about your programs and services? How will students and their families be able to provide input into your programmatic offerings?	Clear plans and materials for marketing the program are described. Clear plans to involve students in program design and class offerings are described.	0	1	3	5	

C: MAXIMIZING STUDENT PARTICIPATION (50) cont.

How will you maximize student participation and attendance in your program?

Q#	Question	Maximizing Student Participation – 50 points	Inadequate Information not provided	Minimal Requires additional clarification	Good Clear and complete	Excellent Concise and thoroughly developed	Page number where information is located
C5	Why will students want to come to your program? What programs/services will be offered to students that will expand opportunities that may not be offered in the regular school day?	Enrichment offerings and special events are described that will likely attract and retain students.	0	1	3	5	
C6	How will the nutritional needs of students be addressed in your program?	Clear describes plans to address nutritional needs of students after school. Federal funding sources are utilized where available.	0	1	3	5	
C7	How will your program work with other school-based and out-of-school time providers to maximize services for your targeted audience?	Program design clearly complements existing after school programming, extra-curricular activities etc. Program coordinates with all local planning efforts.	0	1	3	5	
C8	How will your program involve the community and community issues to build supports?	Program design involves local community and incorporates locally relevant issues. Programs utilize volunteers where available.	0	1	3	5	
C9	How do you plan to involve parents/family members to build support of the program and to develop their literacy skills or other relevant educational knowledge?	Plans to involve parents in supporting after school are clearly defined. Services to address parent/family member relevant educational knowledge is clearly defined.	0	2	6	10	

D: ORGANIZING INSTRUCTIONAL TIME (45)

How will you organize and structure the instructional time so it is tailored to your students’ needs?

Q#	Question	Organize and Structure Instructional Time – 45 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
D1	How will your program access student academic information and utilize it to tailor instructional time?	Clearly described process to access student data /assess needs of targeted audience and tailor instruction to a variety of learning styles.	0	1	3	5	
D2	How will your program monitor student progress and utilize that information to refine strategies?	Clearly described plans to monitor student progress and refine programming.	0	1	3	5	
D3	How will your program develop and use planning tools to meet individual student needs?	Instruction is clearly tailored to the needs of individual students through the use of instructional planning tools.	0	1	3	5	
D4	What type of staff (certified, classified, volunteers) will your program design utilize and how does that match with the instructional strategies chosen?	Clearly defined staffing aligned to the instructional approach.	0	1	3	5	
D5	What will the pupil/teacher ratio be for academic and non-academic time?	Levels of staffing are appropriate for the program design and meet appropriate national standards.	0	1	3	5	
D6	What types of professional development will be offered to staff and how will that build capacity for delivering your program?	Professional development is described to build capacity for the academic instructional practices planned.	0	1	3	5	

D: ORGANIZING INSTRUCTIONAL TIME (45) cont.

How will you organize and structure the instructional time so it is tailored to your students' needs?

Q#	Question	Organize and Structure Instructional Time – 45 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
D7	How and when will program staff be supported to plan and prepare for instructional time?	Clearly described plans to dedicate staff time to planning, preparing and assessing activities	0	1	3	5	
D8	How is your proposed program instructionally different (not more of the same) than what is provided (materials, teaching practices or educational strategies) during regular day? What evidence exists that this design will be successful?	Clearly described plans to utilize/implement research-based strategies, materials and/or instructional practices.	0	2	6	10	

E: MANAGEMENT (35)

How will you manage all programs/services and funding to reach program outcomes?

Q#	Question	Management – 35 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
E1	What will the organizational structure of your program look like and how will services be supervised at the site level?	Clearly described organizational structure that will support program design. Clearly described hierarchy of supervision and support at the site level.	0	1	3	5	
E2	What FTE is expected of all management staff assigned to this program and what will their primary duties be? Include job descriptions and credentials for key staff in Appendix B.	Clearly defined time commitments from all levels of staffing that are appropriate for the program design. Duties are well defined and specific and staff have the credentials necessary for the positions.	0	1	3	5	
E3	How will the grant funds be managed and expended at the district/agency level AND the site level?	Clear plan to manage funds at district/agency and site levels.	0	1	3	5	
E4	How will program management materials (such as registration forms, program advertising materials, handbooks, training materials, databases) be created, disseminated, updated and managed? New applicants must provide a timeline for initial start-up in Year 1 as Appendix D.	Well defined materials supports identified that are aligned to the program design.	0	1	3	5	

E: MANAGEMENT (35) cont.

How will you manage all programs/services to reach program outcomes?

Q#	Question	Management – 35 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
E5	How will information and resources gained at state and national professional development opportunities be shared?	Clearly described plans to share essential information and resources.	0	1	3	5	
E6	How will the grantee combine/coordinate this grant funding with other federal, state or local sources for the most effective use of public resources?	Clearly described coordination of funding sources.	0	1	3	5	
E7	How will the grantee respond to static grant funding as the grant matures /costs inflate?	Clear plan to address higher costs in forthcoming years that support the program design that do not include a reduction in services.	0	1	3	5	

F: EVALUATION (40)

How will you evaluate implementation and outcomes to improve program quality?

Q#	Question	Evaluation– 40 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
F1	Who will be involved in your local evaluation process and what qualifications do they have?	Clearly described evaluation process in place that includes qualified personnel.	0	1	3	5	
F2	How will you make your evaluation appropriate for your program’s maturity level? *	Clearly defined plan for evaluation that is appropriate for maturity of program.	0	1	3	5	
F3	What key issues do you want your evaluation to address?	Clearly described key issues identified.	0	1	3	5	
F4	What data sources do you plan to utilize to measure progress?	Multiple sources identified for data collection that are realistic and achievable.	0	1	3	5	
F5	How do you plan to manage the data collected?	Clear plans to manage all data.	0	1	3	5	
F6	How do you plan to monitor and document program services?	Plans clearly described to monitor program services and observe on-site implementation where appropriate.	0	1	3	5	

F: EVALUATION (40) cont.

How will you evaluate implementation and outcomes to improve program quality?

Q#	Question	Evaluation– 40 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
F7	How do you plan to utilize evaluation information to improve programming, provide feedback to stakeholders and inform program direction?	Clear process describes to utilize and share evaluation information at the local level.	0	1	3	5	
F8	How will public reporting to the community take place?	Clear plans to manage public reporting requirements.	0	1	3	5	

G: SUSTAINABILITY/PARTNERSHIP (15)

How do you plan to sustain key elements of your program design at the end of this funding cycle?

Q#	Question	Sustainability/Partnership– 15 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
G1	Who will be the key partners/stakeholders you will involve in your formal sustainability planning process?	Clearly identified key partners that represent a strong school and community base.	0	1	3	5	
G2	What specific local partners will be involved in your program design and what resources will be contributed and/or leveraged locally (include all in-kind materials, use of existing school resources, services etc.) that demonstrate local buy-in to extended day services? (If local partnerships are limited due to location/accessibility, please provide further descriptions.)	Clearly defined specific local resources identified that demonstrate support. Partners clearly identified that are appropriate for program services.	0	1	3	5	
G3	How will you work to increase local resource (both fiscal and human) supports over the life of the grant?	Clearly defined plans to decrease reliance on federal funding resources during the life of the grant.	0	1	3	5	

H: PREVIOUS SUCCESS/PROMISE OF SUCCESS (30)

What evidence can you provide of success or promise of success?

Q#	Question Only answer H1 or H2	Previous Success/Promise of Success– 30 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
H1	If you have been previously funded under 21 st CCLC, what evidence can you provide to demonstrate prior success? OR	Evidence that goals and objectives were met; partnerships solidified; student academic performance improved; aspects of the program supported locally.	0	6	18	30	
H2	If you are a new applicant, what information can you provide to demonstrate a promise of success in providing these services?	Information that goals and objectives can be met; partnerships solidified; student academic performance improved; aspects of the program supported locally.					

I: BUDGET (15)

How will you utilize grant funds to support your proposed program design?

Q#	Question	Budget– 15 points	Inadequate <i>Information not provided</i>	Minimal <i>Requires additional clarification</i>	Good <i>Clear and complete</i>	Excellent <i>Concise and thoroughly developed</i>	Page number <i>where information is located</i>
I1	How has the applicant provided the required budget detail?	Detailed budget and budget narrative provided that aligns with program activities and design.	0	1	3	5	
I2	How has the applicant provided justification that the expenses related to program services are reasonable and necessary?	Funding request is reasonable for proposed services.	0	1	3	5	
I3	How has the applicant provided the detail necessary on professional services?	Professional Services subcontracts are clearly defined and described. MOAs included for any subcontractors that will provide services for a fee.	0	1	3	5	

_____ Total Points (280 points possible)

Private School Participation Form

Federal Law mandates that private school administrators were consulted in a timely and meaningful manner during the design and development of the program.

1. Are any nonpublic schools in your district participating in federal program(s) covered by this application? (Answer "Yes," "No," or "NA" if no private schools are in the attendance area)

Yes No N/A

2. Describe how the district/organization consulted with private school representatives during all phases of the development and design of projects covered by the application.

3. 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 will be provided.

Note: Districts/organizations must maintain a written record, signed by the private school official, of the required consultations with participating private schools. Copies of those records will be reviewed during monitoring visits and may be requested by the department. Copies of letters declining participation should be kept on file.

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, to accept and perform the following:

- The community was given notice of the applicant’s intent to submit an application;
- Allow opportunities for public review of the application after submission;
- The program was developed with, and will be carried out in, active collaboration with the schools the students attend;
- The program will take place in a safe and easily accessible facility;
- The program will serve students who primarily attend schools with a high concentration of economically disadvantaged students as evidenced through free and reduced lunch rates of 40% or greater;
- Funds under the program 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, local, or non-Federal funds;
- Program staff will participate in a formalized Sustainability and Evaluation Planning process directed by the department as well as EED-sponsored activities to share and grow best practices; and
- Comply with the administrative procedures and guidelines of EED and the United States Department of Education, including submission of final performance reports

Typed Name and Title of 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.

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.

Certifications Form

CERTIFICATIONS REGARDING DEBARMENT AND SUSPENSION

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.

CERTIFICATIONS REGARDING CENTRAL CONTRACTOR REGISTRATION (CCR) AND DATA UNIVERSAL NUMBERING SYSTEM (DUNS)

The Central Contractor Registration (CCR) is the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Information about registration procedures can be found at the CCR website: <http://www.ccr.gov>.

The Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number is a nine-digit universal identifier established and assigned by D&B to uniquely identify Federal financial assistance applicants, as well as recipients and their direct sub-recipients. A DUNS number may be obtained by telephone at 866-705-5711 or through the website: <http://fedgov.dnb.com/webform>.

As an authorized agency that makes sub-awards that contains federal funds, 2 CFR 25.200 requires the Department of Education & Early Development (DEED) to ensure that each entity that does not have an exemption under 2 CFR 25.110 does the following:

- Be registered in the CCR prior to submitting an application or plan;
- Maintain an active CCR registration with current information at all times during which it has an active federal award or an application or plan under consideration by DEED; and
- Provide its DUNS number in each application or plan it submits to DEED.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF GRANTEE	PR/AWARD NUMBER AND / OR PROJECT NAME
DUNS NUMBER	CENTRAL CONTRACTOR REGISTRATION (CCR) EXPIRATION
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

**Appendix A
Logic Model Template**

Goals	Inputs	Outputs	Outcomes	Performance Measures
		Activities: Target Population:	Short-Term: Intermediate: Long-Term:	Measures of effort: Measures of effect:

In addition to your logic model, please include the resulting measurable objectives. It is preferable to leave off the exact numbers during the application phase. For example: Measurable Objective 1.1: X % of 21st CCLC regular participants will attend school X% of school attendance days.