

*Instructions for Completing
an Application for a 21st CCLC Grant*

**21st Century Community
Learning Centers Program
2008 - 2009**

Submit ONE ORIGINAL and THREE COPIES of Application to:

THE DEPARTMENT OF PUBLIC INSTRUCTION

Dr. Wayne G. Sanstead, State Superintendent

Attention: Dale P. Patrick, Assistant Director

21st Century Community Learning Centers

Department of Public Instruction

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NO LATER THAN 4:00 p.m. DST, March 10, 2008

NOTE: **DO NOT** fax applications.

LETTER FROM THE SUPERINTENDENT

Thank you for your interest in the 21st Century Community Learning Centers program. The purpose of this program is to provide funding to local schools and community organizations so they can provide students who attend high poverty schools with activities designed to provide academic enrichment as well as complement their regular academic program and support student learning and development; and help them meet state and local student performance standards in core academic subjects, such as reading and mathematics.



Grants will be awarded to entities working in partnership to provide expanded learning and enrichment opportunities such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs and character education programs.

Because of the popularity of this program, we expect this grant competition to be extremely competitive. We strongly urge applicants to consult extensively within their communities to work in meaningful collaboration with the applicants.

The closing date for this competition is **March 10, 2008**. Applications must be received or postmarked by 4:00 pm (CDT) by this date to be eligible for review. No supplementation will be allowed after this date. Applicants must submit an original and four copies of an application. We anticipate that awards will be announced some time after May 1, 2008 contingent upon federal funding.

Sincerely,

Dr. Wayne G. Sanstead
State Superintendent

**21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM APPLICATION
PACKAGE**

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What is the 21st Century Community Learning Centers Program?

The 21st Century Community Learning Centers Program was established by Congress as Title IV, Part B of the Elementary and Secondary Education Act (ESEA).

The 21st Century Community Learning Centers (21st CCLCs) programs will provide communities the ability to develop or expand on out-of-school time programs. These programs will give students opportunities for academic enrichment and provide a broad array of additional services, including youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation, and technology and character education programs that are designed to reinforce and complement the regular academic program. The 21st CCLCs will also benefit the families of eligible students by providing opportunities for literacy and related educational development.

The 21st CCLC program provides grants to programs that serve students that attend high poverty schools or schools that are eligible for schoolwide Title I programs, to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the students and their families. 21st CCLCs enable communities to use public schools, or other facilities that are “at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school” as community education centers providing academic enrichment, homework centers and tutors, and keeping children safe after school and a range of cultural, developmental, and recreational opportunities. Existing 21st CCLCs in North Dakota provide safe, drug-free, supervised, before and afterschool, weekend or summer havens for children, youth and their families.

Threshold eligibility is established by law however, in addition to the threshold poverty requirement, there are priorities for programs. One such priority is for programs that will provide services to students and their families who attend schools that have been identified as Title I Program Improvement Schools for at least the prior school year and projects that are submitted jointly by at least one LEA receiving funds under Title I, part A, and the Regional Education Agency (REA), and a community organization. Special consideration will be given to applicants that have established working relationships with other programs including: Refugee School Impact Program, Drug Free Schools programs, Head Start, Early Head Start, OJJDP funded programs, and USDA Child Nutrition Programs. Consideration will also be given for existing out-of-school programs including existing 21st CCLC programs.

What is the definition of a 21st Century Community Learning Center?

A Community Learning Center is an entity *within a public elementary, middle or secondary school building, or equally accessible and available building*, that (1) provides educational, recreational, health, and social service programs for students from high poverty schools and the families of those students within a local community, and (2) is operated by the grantee in conjunction with the REA, the local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, local educational agencies (LEAs), and cultural, recreational, and other community and human service entities. An LEA— usually synonymous with a school district—is an entity that is legally responsible within a state for providing public education to elementary and secondary students. The full definition of this term is set out in section 9101(26) of the No Child Left Behind Act.

Who is eligible to receive grants?

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

The "eligible entity" will provide assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;

Eligible applicants are those who primarily serve students (and the families of those students) that attend high poverty schools or schools that are eligible for schoolwide Title I programs. 21st Century Community Learning Center Programs must by statutory definition be located in public school facilities or in facilities that are at least as available and accessible to the students to be served as if the program were located in an elementary, middle, or secondary school. Applicants must demonstrate that they meet the statutory program requirements of primarily serving students from:

Schools with 40% or greater poverty based upon free and reduced lunch numbers as determined using verified information. A list of schools that are eligible based upon this standard is available at:

<http://www.dpi.state.nd.us/child/reps/2006%20October%20Data-site.xls>

Must an applicant collaborate with schools or other organizations?

Yes. Applicants must collaborate with REAs and LEAs as well as public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges or universities), recreational, cultural, and other community service entities. Furthermore, non-LEA applicants must include "an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend."

What is the definition of a "community-based organization"?

As defined in section 9101(6) of the "No Child Left Behind Act" the term 'community-based organization' means a "public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community."

What will be the time period, size and number of grants?

Time period: By statute, a 21st CCLC grants must be renewable for at least three years but may not exceed five years. All grants will have a starting date of **July 1, 2008**.

Size of grants: Grant awards under this competition will vary by location and need. Costs per Center will be determined after considering the number of individuals served, the array of activities, and the availability of additional resources. An applicant with more than one site seeking to participate in this program is encouraged to submit a single application on their behalf, although applicants for very large populations may consider submitting more than one application, e.g., separate applications for school clusters in different neighborhoods. The statute, does not allow consideration for funding for any application that requests less than \$50,000.

What kinds of program activities are required?

Applicants must propose an array of *inclusive* and *supervised services* that include expanded learning opportunities in the core academic areas of reading, mathematics, and science (such as enriched instruction, tutoring, or homework assistance) for children. Applicants may also include a variety of other activities for children and community members, such as recreation; musical and artistic activities; health and nutrition programs; parent education classes; GED preparation; adult literacy courses; and opportunities to use advanced technology, particularly for those who do not have access to computers or telecommunications at home. Programming must be a minimum of 15 hours per week including summers and at least 65 percent of all programming must be in the core academic areas of reading, mathematics, and science. Credit recovery programs during summer school do not qualify for the use of these funds.

To receive a grant under this program, applicants must provide services that address the program activities stated in the law as described below:

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001*, the law's specific purposes are to:

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

Projects must offer programs that serve the families of participating students, are aligned to state school performance and content standards, comply with best practices and, if appropriate, are scientifically based, meet the principles of effectiveness, and can be measured in terms of performance objectives and are calculated to achieve the intended outcomes.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their program is accessible to persons with disabilities and must comply with the equitable participation requirements of section 9501 for children attending private schools.

What priorities apply to this competition?

There are three types of priorities for this competition: absolute, invitational, and competitive. The **absolute priority** is a strict requirement for each application, while the **invitational priority** is strongly encouraged but not strictly required. Applications that address the **competitive priority** receive preference over other applications of equivalent merit. Each of the priorities for this competition is discussed below.

Absolute Priority:

The Department will fund only those applications that:

1. Primarily serve students and their families who attend schools that meet the threshold poverty requirement of 40% free and reduced lunch or are eligible for schoolwide Title I.
2. Offer activities that provide expanded learning opportunities for eligible children and youth in the community.

Invitational Priority:

The Department strongly encourages applications for projects that will meet the three criteria set out below; however, an application that meets these invitational priorities does not receive competitive or absolute preference over other applications.

1. Serve student populations that are at risk, including students from high poverty areas; students with limited English proficiency; and students who, due to other considerations, are recognized as not achieving at the level of other students.
2. Promote parental involvement through program implementation.
3. Serve students attending high-need rural and urban communities that have low achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after school centers.

Competitive Priority:

We select an application that meets these competitive preferences over an application of equivalent merit that does not. We will give preference to applications that:

1. Are jointly submitted by the REA in conjunction with a local educational agency receiving funds under Title I, part A (or a consortium of LEA's and community-based organizations with experience in providing before- and after-school services.
2. Will serve students and the families of those students that attend schools that have been identified as Title I Program Improvement Schools.
3. Provide academic enrichment activities to students in low-performing schools to help the students meet State and local standards in the core content areas, including reading, math, and science. A list of schools identified as low-performing schools may be found at:
<http://www.dpi.state.nd.us/title1/progress/schools.shtm>.

What selection criteria apply to this competition?

We will use six criteria to evaluate applications for funding. The relative weights for each criterion are indicated in parentheses. Our intent in this section is to identify the selection criteria and help applicants understand how they will be applied during the review process. Each selection criterion is presented in bold type below and followed by supporting guidance regarding how the criterion applies to this competition. The reviewers of your application will use these criteria to guide their reviews, so it is in your interest to be familiar with them.

NEED FOR PROJECT (40 POINTS)

A. The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

1. The needs of the proposed target population (for example: Are the students to be served attending a school that is in the program improvement category? Are the students exposed to factors that place them at risk of failing to achieve success in school? These factors may include poverty, limited English proficiency, dropout rates, truancy, juvenile delinquency rates or unmet child care needs, but applicants should define how those factors are linked to risk of academic failure. Are the students in need of academic improvement based upon individual performance?) and whether the proposed program is calculated to meet the needs of the target population.
2. The services to be provided and whether, if appropriate, those services are based upon rigorous scientific principles and will help participants meet local content and academic achievement standards.
3. How the services to be provided will help students and their families mitigate risk factors and achieve the State's academic standards.

QUALITY OF PROJECT DESIGN (30 POINTS)

- A. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable including pre and post testing of student participants.**
- B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**
- C. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.**
- D. The extent to which the inputs and outputs are described.**
- E. Description of the intermediate (1st, 2nd, 3rd, and 4th year) outcomes expected.**
- F. Description of the End outcomes expected.**
- G. Description of how the outcomes will be measured.**

Awards will be made to projects that demonstrate they are of high quality. Project quality will be based upon:

1. The project's clearly defined goals, objectives, and outcomes; the proposed measurement of these goals, objectives, and outcomes; and the ability to show a direct relation between the goals, objectives, and outcomes to the State's academic achievement standards and whether the programs will result in academic improvement in math, reading, and science.
2. Whether the project design will meet the needs of the target population.
3. Whether the project will stimulate development and coordination among appropriate organizations that are also serving the target population.
4. Whether the project includes cooperation with other organizations, including schools, community-based organizations, etc.
5. The extent to which families of students were involved in developing the application and are anticipated to participate in the project.
6. Whether the project has identified and clearly explained a feasible plan for sustainability once funding under the 21st CCLC program is no longer available. The sustainability plan must be a working document that is included as part of the day to day operations from the beginning of the project through to the end of the grant period and must be supplemental to the funding that is awarded with this grant resulting in additional services above and beyond those that could be provided by the grant dollars alone.
7. The comprehensiveness of the program offerings, the duration of the program, and the length of time each week the program will be operating. The program must operate at least 15 hours per week with at least 65% emphasis on the core academic areas of reading, mathematics, and science.
8. Whether the applicant, or the applicant's partner, has had prior success in an out-of-school setting.

ADEQUACY OF RESOURCES (15 POINTS)

- A. **The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organizations**
- B. **The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

Adequacy of project resources will be determined by considering the project's ability to provide facilities, transportation, equipment, supplies, and staff that will result in a high quality program. **Staff shall be licensed teachers as far as practical.** Applicants will be required to make all assurances required by statute, including the assurance that funds obtained under this program supplement and do not supplant "other Federal, State and local public funds." Considerations will include:

1. Population to be served and the needs of the population.
2. Whether the facilities, equipment, and transportation meet required state health, safety, and fire code standards **and must complete FBI background check of individuals working in the program.** Applicants that are not providing services in a public school must provide written documentation that the facility meets health, safety and fire code standards. A notarized document is sufficient to meet this requirement.
3. The reasonableness of cost in relation to the number of persons to be served.
4. The reasonableness of costs in relation to the expected outcomes.
5. If using alternate sites, whether the location is at least as available and accessible to the students to be served as if the program were located in an elementary, middle, or secondary school and the applicant has addressed transportation to and from the site.
6. If to fund an existing program whether funds will supplement and not supplant current federal, state or local funds.
7. If assessing a fee, whether there is an effective process for assuring families are not prevented from participating due to financial consideration and must assure that those fees collected will be used for the sole purpose of furthering the 21st CCLC program objectives and will be expended during the program year in which the funds are collected.

QUALITY OF THE MANAGEMENT PLAN (15 POINTS)

- A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- B. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

This component will be measured based upon the management plan provided in the grant. A quality management plan will include, at a minimum, a detailed budget; staffing needs and the qualifications (**including the use of licensed teachers**) and responsibilities of the staff; timelines for achieving clearly delineated objectives; how the applicant will assure a diversity of perspectives are considered in the management of the project; whether the applicant has had proven success with out-of school programs and academic achievement in the past (existing 21st CCLC must submit the most recent APR); the plan for sustainability and how it will be achieved; the level of participation of school administrators; and the type, quality, and quantity of initial and ongoing staff training and how that training will be provided and funded. In addition, the management plan should demonstrate the clear management responsibilities of the partners to the application. Applicants must also address how student and family privacy rights will be assured. Applicants shall describe how they will participate collaboratively with the school in assuring the educational needs of students are met including participation in IEP meetings and other such meetings to benefit the education of individual students.

QUALITY OF PROJECT EVALUATION (15 POINTS)

- A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

Quality evaluation means that the project will be evaluated based upon the Principles of Effectiveness expressed in section 4205(b). The Principles of Effectiveness require:

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

Quality evaluation means that each grantee will do periodic evaluations to assess progress toward its stated goals. Results of the evaluation are used to refine, improve, and strengthen the program and to improve and enhance the performance measures. Performance measures are objective and clearly relate to the intended outcomes. Because North Dakota will base program evaluation upon State academic standards, outcomes will be calculated to improve student performance vis-à-vis those academic standards. However, other measures may also be evaluated depending upon the project's specific desired outcomes. (Examples of other possible measurement data are: delinquency rates, truancy rates, drug/alcohol/tobacco use, and GED rates among families of participants.) Successful projects will have plans that assure that the programs they will provide can be measured in terms of their performance objectives and are calculated to achieve the intended outcomes. Applications will explain the data to be collected, how and when it will be collected, how and when the data will be evaluated and analyzed, when the data will be available to the State and the public, and how the information obtained will be used to improve project outcomes. Programs whose attendees consistently fail to meet performance standards will be provided with additional technical assistance or considered for fund reduction as appropriate.

COOPERATION AND PARTICIPATION WITH OTHER ENTITIES IN THE COMMUNITY AS WELL AS COORDINATION OF STATE AND FEDERAL PROGRAMS (35 POINTS)

Under this component, project applicants will be required to demonstrate that they have established collaborations with the REA and among various community organizations as appropriate, including school day programs, school management, businesses, faith based organizations, juvenile justice programs, youth groups, law enforcement, and state and federal programs. Applicants may demonstrate how the receipt of 21st CCLC funding will result in better coordination among other programs including: Title I, Title IV Part A Subpart 1, USDA Child Nutrition Programs, TANF, Head Start, Early Head Start, and JJDPA-funded programs.

Applicants will demonstrate strength of cooperation by showing they have the support of upper level administrators of the cooperating entities and that they have consulted with those who will conduct the work of the project.

What reports are required from grantees?

Each year, grantees must submit an *Annual Performance Report (APR)* that describes project activities, accomplishments, and outcomes. The APR's purposes are to: (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application, and (2) collect data that addresses the performance indicators for the 21st CCLC program. The North Dakota 21st Century Community Learning Centers performance indicators are provided in Appendix III.

There are two types of data collected on the APR: descriptive data and achievement data. The sections of the APR that include descriptive data will be due to the Department approximately two months before the anniversary date of the grant. The section of the APR containing achievement data must be submitted by all grantees on a due date to be set by the Department. In the last year of the grant, in addition to the APR, a brief final report summarizing the major challenges and accomplishments achieved during the grant period will be required. This report is due no later than 90 days after the end of the grant.

Grantees are also required to participate in any national evaluations conducted by the United States Department of Education as well as the evaluations conducted by the North Dakota Department of Public Instruction. DPI will collect data to determine the percentage of students participating in 21st CCLCs who meet or exceed the proficient level of performance on State assessments in reading, mathematics, and science. Grantees are required to submit any and all data and reports to DPI upon request and funding may be withheld until those requests are complied with. In addition, grantees will participate in any program evaluation or audit conducted by the State or by a State approved contractor when appropriate. Additionally, project Directors are required to participate and be in attendance at all meetings and conferences sponsored by the Department of Public Instruction.

What federal regulations apply to this program?

The following regulations are applicable to the 21st Century Community Learning Centers Program: Part 76-State-Administered programs, Part 77- Definitions that Apply to Department Regulations, Part 80-Uniform Administrative Requirements for the Grants and Cooperative Agreements to States and Local Governments, Part 82-New Restrictions on Lobbying, Part 85, Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants), Part 99-Family Educational Rights and Privacy. The EDGAR regulations can be found on the United States DOE website: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> . In addition, applicants must comply with applicable state laws that may include teacher licensing requirements, childcare licensing requirements, transportation requirements and state and local health, safety and fire codes.

How do I plan an effective afterschool program?

The publication *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs* is available for purchase at www.ncrel.org/after/bellkit.htm. *Beyond the Bell* is a helpful publication that can assist afterschool program staff to plan and make good decisions in six critical areas: management, collaboration, programming, integration with the traditional school day, evaluation, and communication. While the *Toolkit* is primarily for afterschool programs already in existence, it can be an extremely valuable resource for those in the planning stages of a new program as well.

What are the components of a high-quality afterschool program?

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart Afterschool Programs*, eight components are generally present in high-quality afterschool programs. The eight components are:

- Goal Setting, Strong Management, and Sustainability
- Quality Afterschool Staffing
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages Between School-Day and Afterschool Personnel
- Evaluation of Program Progress and Effectiveness

Working for Children and Families is available at www.ed.gov/pubs/parents/SafeSmart/. Applicants are encouraged to address these components in their application narrative.

How do I prepare an application for a 21st Century Community Learning Centers grant?

Carefully read the entire application instructions and the guidance and review the application forms before beginning to prepare an application. These documents identify who is eligible to apply under this competition, what applicants must propose, what must be contained in an application, and what criteria will be used to evaluate applications.

A completed application must contain the following sections, in the order provided below. The form (SFN 53515) discussed in the following section is provided at: <http://www.dpi.state.nd.us/21stCent/index.shtm> or may be mailed upon request.

1. **Cover Page.**
2. **Program Summary and Abstract.** The applicant must provide the contact information and descriptive information requested. The abstract should briefly describe the community needs being addressed, including the participants to be served, the objectives and the activities proposed to meet them, and the intended outcomes. If there is not enough room on this form to provide all the required information, the applicant may include a continuation page.
3. **Table of Contents** (This is not part of the form). Include a one-page table of contents.
4. **Program Narrative.** Applicants must limit the application narrative to no more than 20 double-spaced, standard-type pages. In the experience of the federally administered program, reviewers have found that applicants can successfully describe their programs within this limit. In addition, none of the successful applicants in the state administered program in the prior round exceeded the 20 page limit. To determine the number of pages or the equivalent, you must use the following standards:
 - A "page" is 8.5" x 11" (on one side only) with one-inch margins (top, bottom, and sides).
 - Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, and captions, as well as all text in charts, tables, figures, and graphs.
 - Use a font that is 12-point or larger and no smaller than 10 pitch (characters per inch).
 - The page limit applies only to the program narrative

The application will be rejected if:

- You apply these standards and exceed the page limit; or
- You apply other standards and exceed the equivalent of the page limit.

In preparing the Program Narrative, applicants should keep in mind the selection criteria that will be used to evaluate applications, and ensure that each of these criteria is addressed. Applications should describe how activities are designed to assist students to meet or exceed state and local standards in reading and mathematics, as appropriate to each child. Applications must also describe how they will collaborate with schools, community-based organizations and other agencies. Section §4204 of the statute (see Appendix I) describes some other factors applicants must address in their applications. Each application submitted must include:

- A. a description of the before and after school or summer recess activities to be funded, including:
 - an assurance that the program will take place in a safe and easily accessible facility;
 - a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and
 - a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
- B. a description of how the activity is expected to improve student academic achievement including a description of the expected outcomes (intermediate and end outcomes).
- C. an identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
- D. an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;
- E. a description of how the activities will meet the principles of effectiveness described in section 4205(b);
- F. an assurance that the program will primarily target students who attend schools eligible for schoolwide programs under section 1114 or high poverty schools and the families of such students;
- G. an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- H. a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
- I. an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- J. a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students including, in the case of an existing 21st CCLC, submission of the most recent APR.
- K. a description of a detailed plan for how the community learning center will continue after funding under this part ends and how that plan will be implemented from the start up of the program.
- L. an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- M. if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers;
- N. if the program plans to charge a fee, a description of how it will assure that eligible individuals are not prevented from participating due to their financial condition;
- O. a description of how the program will provide for transportation; and
- P. such other information and assurances as the State educational agency may reasonably require.

5. **Budget and Budget Narrative.** Use the Budget portion of SFN 53515 to provide a complete budget summary **for each year of the project**. Please provide a **brief** narrative that explains:
 - the basis for estimating the costs of salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures;
 - how the major cost items relate to the proposed activities;
 - the cost of evaluation; and
 - a detailed description, as applicable, explaining in-kind support or funding provided by partners in the project. Additional instructions are provided on the form.
6. **Assurances.** Carefully read, sign and date the assurances in SFN 53515.
7. **Appendix.** Each application may be accompanied by an appendix, limited to the following:

- A) A list of consortium members or partners. List all consortia members or partners, contact persons, and their addresses, telephone and fax numbers and e-mail addresses. Letters of commitment and other evidence of cooperation such as agreements should be included in this section of the Appendix to clearly document the role and contribution of each member.
- B) Evidence of previous success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the consortium or the activities/services proposed in the narrative section of the application. Current 21st CCLC must include their most recent APR.
- C) Equitable Access and Participation. GEPA section 427 requires every applicant (other than an individual person) to include in its application a description of the steps the applicant proposes to ensure **equitable access** to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. You should also explain how you will disseminate information about the program and its location as well as how you will assure that eligible, targeted students attending private schools will be included as participants. Instructions about how an applicant may comply with these requirements are provided in Appendix II.

Other attachments to the application are strongly discouraged! Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc., will not be reviewed nor will they be returned to the applicant.

How do I submit an application?

The deadline for transmitting applications is **March 10, 2008, at 4:00 pm (CDT)**. All applications must be received or **postmarked on or before** that date. This closing date and procedures for guaranteeing timely submission will be strictly observed. **No supplemental or revised information from applicants— including letters of recommendation mailed separately—will be accepted after the closing date, or after an application has been submitted. An original and three complete copies must be submitted.** Applications may be delivered by mail, courier or hand before the deadline date. We encourage applicants to carefully review the procedures for submitting their materials. If you have questions, they should be directed to Dale Patrick at dpatrick@nd.gov or by phone at (701) 328-1644.

All applicants must submit one signed original (please indicate original on cover) and three additional copies of the entire application, on SFN 53515. Applicants are also encouraged to submit all copies of the application together in one package, to ensure that the same application is not logged more than once. **Do not send your application, or copies of your application, to any other unit within the Department of Public Instruction.** Applications submitted by mail must be sent to the following address:

North Dakota Department of Public Instruction
21st Century Community Learning Centers
Attention: Dale Patrick
9th Floor, State Capital, Dept. 201
600 E. Boulevard Bismarck, ND 58505-0440

To **prove that an application was transmitted in a timely manner**, an application must show proof of mailing consisting of one of the following:

1. A legibly dated U.S. Postal Service postmark.
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
3. A dated shipping label, invoice, or receipt from a commercial carrier.
4. Any other proof of mailing acceptable to the Department of Public Instruction.

If an application is sent through the U.S. Postal Service, the Superintendent **does not** accept either of the following as proof of mailing:

1. A private metered postmark, or
2. A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office. Applicants are encouraged to use registered or first-class mail. Each late applicant will be notified that its application will not be considered.

Applications delivered by hand or by courier service must be taken to:

**North Dakota Department of Public Instruction
9th Floor, State Capital, Dept. 201 600 E. Boulevard
Bismarck, ND 58505-0440**

The Department will accept deliveries between **8:00 am and 5:00 pm (CST)** daily except Saturdays, Sundays, and State holidays. In order for an application sent through a courier service to be considered timely, the courier service must be in receipt of the application on or before the closing date of March 10, 2008.

How can I get further information?

The quickest and most reliable way to get additional information about this program is by sending an e-mail inquiry to dpartick@nd.gov . Applicants are also encouraged to check the program's website, <http://www.dpi.state.nd.us/21stCent/index.shtm> as well as the federal web site at www.ed.gov/21stccclc, for new information or resources that can be useful in helping applicants to prepare high quality applications, such as copies of selected winning applications or notices of technical assistance or workshops.

You may also call or write Dale Patrick 701-328-1644; e-mail dpatrick@nd.gov at the 21st Century Community Learning Centers, North Dakota Department of Public Instruction, 9th Floor, State Capital, Dept. 201, 600 E. Boulevard, Bismarck, ND 58505-0440.

Individuals who use a telecommunications device for the deaf (TDD) may call Relay North Dakota at 1-800-366-6888 (TTY) from 8:00 a.m. to 5:00 p.m., Central time, Monday through Friday. More information about Relay North Dakota services is found at: <http://www.relaynorthdakota.com/>.

APPENDIX I. The Statute

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

SEC. 4201. PURPOSE; DEFINITIONS.

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

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

(b) DEFINITIONS- In this part:

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

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

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

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

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

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

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

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

SEC. 4202. ALLOTMENTS TO STATES.

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

(1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);

(2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and (3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS-

(1) DETERMINATION- From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection

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

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

(c) STATE USE OF FUNDS-

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

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

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

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

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

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

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

(C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part. (D) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards under this part.

SEC. 4203. STATE APPLICATION.

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

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

- `(2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;
- `(3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve--
 - `(A) students who primarily attend—
 - `(i) schools eligible for schoolwide programs under section 1114; or
 - `(ii) schools that serve a high percentage of students from low-income families; and
 - `(B) the families of students described in subparagraph (A);
- `(4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;
- `(5) describes how the State educational agency will ensure that awards made under this part are--
 - `(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and
 - `(B) in amounts that are consistent with section 4204(h);
- `(6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;
- `(7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;
- `(8) contains an assurance that the State educational agency--
 - `(A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and
 - `(B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;
- `(9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;
- `(10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;
- `(11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;
- `(12) describes the results of the State's needs and resources assessment for before and after school activities, which shall be based on the results of on-going State evaluation activities;
- `(13) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum--
 - `(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and
 - `(B) public dissemination of the evaluations of programs and activities carried out under this part; and
- `(14) provides for timely public notice of intent to file an application and an

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

`(c) DISAPPROVAL- The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing. `(d) NOTIFICATION- If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall--

`(1) give the State educational agency notice and an opportunity for a hearing; and
 `(2) notify the State educational agency of the finding of noncompliance, and, in such notification, shall--

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

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

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

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

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

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

SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

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

`(b) APPLICATION-

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

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

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

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

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

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

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

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

`(D) an assurance that the proposed program was developed, and will be carried out, in active

collaboration with the schools the students attend;

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

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

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

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

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

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

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

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

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

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

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

`(d) PERMISSIVE LOCAL MATCH-

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

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

`(A) the relative poverty of the population to be targeted by the eligible entity; and `(B) the ability of the eligible entity to obtain such matching funds.

`(3) IN-KIND CONTRIBUTIONS- Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions. `(4) CONSIDERATION- Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.

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

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

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

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

`(i) PRIORITY-

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

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

`(B) submitted jointly by eligible entities consisting of not less than 1--

`(i) local educational agency receiving funds under part A of title I; and

`(ii) community-based organization or other public or private entity.

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

`SEC. 4205. LOCAL ACTIVITIES.

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

`(1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;

`(2) mathematics and science education activities;

`(3) arts and music education activities;

`(4) entrepreneurial education programs;

`(5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

`(6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;

`(7) recreational activities;

`(8) telecommunications and technology education programs;

`(9) expanded library service hours;

`(10) programs that promote parental involvement and family literacy;

`(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

`(12) drug and violence prevention programs, counseling programs, and character education programs.

`(b) PRINCIPLES OF EFFECTIVENESS-

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

`(A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;

`(B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and

`(C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

`(2) PERIODIC EVALUATION-

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

`(B) USE OF RESULTS- The results of evaluations under subparagraph

(A) shall be—

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

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

APPENDIX II. Requirements of GEPA 427

Requirements of GEPA 427

OMB Control No. 1801-0004 (Exp. 8/31/2001)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in 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).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

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 may 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 audio tape 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.

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.

APPENDIX III. Performance Indicators

21st Century Community Learning Centers Performance Indicators

GOAL: To enable communities to plan, implement, or expand extended learning opportunities for academic enrichment and to complement the educational, health, social service, cultural, and recreational needs of students and their families in the community.

Objective 1 – Participants in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

1.2 Behavior. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 2 – 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

2.1 Core educational services. More than 65% of daily programming offered at each center will be of high quality in the core academic areas, e.g. reading and literacy, mathematics, and science.

2.2 Enrichment and support activities. All centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

2.3 Community involvement. All centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

2.4 Services to families of eligible students. All centers will offer services to families of eligible students.

2.5 Extended hours. All centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and holidays.

Objective 3 – 21st Century Community Learning Centers will serve children and family members with the greatest needs for expanded learning opportunities.

3.1 High-need communities. All centers will serve students that attend schools that are in need of improvement or are from schools that meet or exceed 40% free and reduced meals as defined by School Foods.