



**State of North Dakota**  
**Department of Public Instruction**  
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## **OUT OF SCHOOL TIME PROGRAM**

### **2021 Grant Competition** **Application for Selection instructions for completion**

**Applications Due**  
**November 1, 2021 by 3:00 PM CDT**  
No extensions will be permitted once the deadline closes.

**Issued: October 1, 2021**

## **TABLE OF CONTENTS**

**Section One General Information**

- A. Purpose and Background
- B. Out of School Time Program Defined
- C. Applicable Federal Regulations
- D. Community Based Organization Define
- E. Eligible Applicants Defined
- F. Grant Period and Award
- G. Purpose of Funding
- H. Grant Termination
- I. Debarment
- J. Conflict of Interest

**Section Two Grant Priorities**

- A. Absolute Priority
- B. Invitational Priority
- C. Competitive Priority

**Section Three Grant Application Requirements**

- A. Need for Project
- B. Quality of Project Design
- C. Adequacy of Resources
- D. Quality of Management Plan
- E. Quality of Project Evaluation
- F. Quality of Partnerships

**Section Four Program Requirements**

- A. Collaboration
- B. Grantee Reporting Requirements
- C. Components of a Quality Afterschool Program
- D. Sustainability Plan

**Section Five Selection and Review Process**

- A. Selection Criteria
- B. Overview
- C. Peer Reviewers
- D. Funding

**Attachments**

- Attachment A – Scoring Rubric
- Attachment B – Sample Partnership Agreement

## Section One - General Information

The North Dakota Department of Public Instruction, Office of Federal Title Programs (STATE) is pleased to announce the release of the Out of School Time Program Application for Selection. This application contains the guidelines that should be followed when applying for a sub-grant under this program.

*This Out of School time Competitive Grant Application is for organizations and school districts.*

Section	Description
<b>A. Background and Purpose</b>	<p>A great need exists for afterschool programs that provide appropriate youth supervision and involvement. State Education Agency will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. Community based organizations and school districts must provide Evidence-Based Comprehensive Afterschool Programs.</p> <p>Additionally, the program focuses on meaningful engagement with families and their children's education.</p> <p>This document provides instructions for submitting proposals, the procedure and criteria by which the Providers(s) will be selected and the contractual terms that will govern the relationship between the State of North Dakota, Office of Federal Title Programs (STATE) and the selected Providers. The STATE will accept separate applications for new applicants.</p>
<b>B. Out of School Time provider defined</b>	<p>A Out of School Time program entity can be <i>within a public elementary, middle, or secondary school building, or equally accessible and available building</i>, that:</p> <ol style="list-style-type: none"> <li>1. provides educational, recreational, health, and social service programs for students from schools that were disproportionately affected by COVID-19 and the families of those students within a local community; and</li> <li>2. is operated by the grantee, 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.</li> </ol> <p>A local school district (LEA) 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.</p>
<b>C. Applicable Federal Regulations</b>	<p>The Uniform Grant Guidance (UGG) combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the Federal Department of Education (FDOE), this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and become effective for new and continuation awards issued on or after December 26, 2014.</p> <p>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.</p> <p>It is recommended that applicants review the information on the following links. All sub-recipients of federal funds are required to understand and are held accountable for implementing programs within the law.</p>

	<ul style="list-style-type: none"> <li>➤ U.S. Department of Education Regulations <a href="http://www.ed.gov/programs/21stcccl/index.html">http://www.ed.gov/programs/21stcccl/index.html</a></li> <li>➤ Uniform Grant Guidance (UGG) <a href="http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html">http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html</a></li> </ul>
<b>D. Community Based Organization Defined</b>	<p>Community-based organizations (CBO), both secular and faith-based, are essential partners in the educational achievement of students, which will expand the learning time and experiences for students, support the full range of student needs, engage families, and foster a community culture of education success. In section 3201 (2) of the ESSA, the term “community-based organization” (CBO) is defined as public or private nonprofit organization of demonstrated effectiveness that:</p> <ul style="list-style-type: none"> <li>➤ is representative of a community or significant segments of a community; and</li> <li>➤ provides educational or related services to individuals in the community.</li> </ul>
<b>E. Eligible Applicants Defined</b>	<p>Eligible applicants may include Local Educational Agencies (LEAs) and/or CBOs. These may include faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations and other public or private entities, or a <a href="#">consortium</a> of two or more of such agencies, organizations, or entities.</p> <p>The eligible applicants 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 meet one of the following requirements:</p> <ol style="list-style-type: none"> <li>1. Serve students that have been disproportionately affected by COVID-19.</li> </ol>
<b>F. Grant Period and Award</b>	<ol style="list-style-type: none"> <li>1. <b>Grant Period:</b> The grant cycle is for three years: November 1, 2021 to June 30, 2024.  Approved applicants will receive a three-year grant award with funding allocated each year of the grant cycle. Subsequent years funding are subject to availability of funds from the USDE; and satisfactory performance of the grantee in the previous year.</li> <li>2. <b>Grant Award:</b> The STATE received approximately \$2 million to support out of school time programming. Grant awards under this competition will vary by location and need. Costs per recipient will be determined after considering the number of individuals served, the array of activities, and the availability of additional resources.</li> <li>4. <b>Adjustment:</b> The STATE reserves the right to adjust the budget request of applicants, within reason, and in cooperation with the applicant, if the following occurs: <ol style="list-style-type: none"> <li>a. The number of regular attendees to be served is supported with sufficient data, but the request amount is excessive based on the area and number of sites to be served.</li> <li>b. The number of regular attendees to be served is not supported by sufficient data (e.g. starting a new program).</li> <li>c. The number of regular attendees to be served is supported by sufficient data.</li> <li>d. There are ARP ESSER dollars remaining.</li> </ol> </li> </ol>
<b>G. Purpose of Funding</b>	<p>The purpose of the funding is to:</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for academic enrichment, including tutorial services to help students, particularly those who were disproportionately affected by COVID-19, meet state and local student performance standards in core academic subjects.</li> </ol>

	<p>2. Offer students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students.</p> <p>3. Offer families of students served by community learning centers parenting skills, programs that promote parental involvement and family literacy, and related educational development [ESSA Sec. 4205 (a)(1)(B)(10)].</p> <p>*Grant funding is contingent upon availability of ARP ESSER funding from federal sources and if federal funding is not obtained and/or continued at levels sufficient for the grant, awards may be reduced or discontinued.</p>
<b>H. Grant Termination</b>	<p>The STATE reserves the right to withhold, reduce, or discontinue funding awards on discovery of the following, but not limited to:</p> <ul style="list-style-type: none"> <li>➤ violation of grant rules,</li> <li>➤ violation of law,</li> <li>➤ violation of program assurances,</li> <li>➤ failure to respond to a non-compliance,</li> <li>➤ failure to implement a corrective action plan,</li> <li>➤ failure to address data, evaluation, or monitoring requirements,</li> <li>➤ and/or failure to make corrections based on technical assistance,</li> <li>➤ and/or violation of health, safety, or civil rights.</li> </ul> <p>*Grant funding is contingent upon availability of ARP ESSER funding from federal sources and if federal funding is not obtained and/or continued at levels sufficient for the grant, awards may be reduced or discontinued.</p>
<b>I. Debarment</b>	<p>Applicant certifies that neither they nor their principals are presently debarred, declared ineligible, or voluntarily excluded from participation in transactions with the State or Federal Government by any Department or Agency of the Federal Government. This part of the Grantee assurances is in accordance with Executive Order 12549 and 12689.</p> <p>All applicants, organizations, and principles of applicant organizations receiving an approvable score will be checked to ensure, as required by law, that public contracts are not awarded to persons or businesses against which they may be disbarred.</p>
<b>J. Conflict of Interest</b>	<p>Applicant assures no Federal funds from the contract will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any department, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.</p> <p>If any grant funds other than Federal funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any department, Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with the Federal contract, grant, loan or cooperative agreement, the Applicant will complete and submit Standard Form LLL, "Disclosure form to Report Lobbying," in accordance with its instructions.</p> <p>The Applicant will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.</p> <p>The STATE reserves the right to cancel the award if any interest disclosed from any source could either give the appearance of a conflict or cause speculation as to the objectivity of the offeror's proposal. The STATE's determination regarding any questions of conflict of interest is final.</p>

## Section Two - Grant Priorities

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 points. Each priority for this competition is discussed below.

Section	Description
<b>A. Absolute Priority</b>	<p>The STATE will fund those applications that:</p> <ol style="list-style-type: none"> <li>1. Serve students who have been disproportionately impacted by COVID-19.</li> </ol> <p>Offer activities that provide expanded learning opportunities for eligible children and youth in the community.</p>
<b>B. Invitational Priority</b>	<p>The STATE strongly encourages applications for projects that will meet the three criteria set below; however, an application that meets these invitational priorities does not receive competitive or absolute preference over other applications:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Promote parental involvement through program implementation.</li> </ol> <p>Serve students attending high-need rural and urban communities that have low achieving students.</p>
<b>C. Competitive Priority</b>	<p>The STATE may select an application that meets these competitive preferences over an application of equivalent merit. Preference will be given to applications that:</p> <ol style="list-style-type: none"> <li>1. Serve students who have been disproportionately impacted by COVID-19 (10pts).</li> <li>2. Serve students who receive free or reduced lunch(5pts).</li> </ol> <p>*Applicants should be aware that any response that appears to include incorrect or misleading information in order to receive maximum priority points will be subject to the termination clause (Section One, Item J, Grant Termination).</p>

## Section Three - Grant Application Requirements

Applicants work through the Application forms in WebGrants, consider these criteria in each applicable area?

Section	Description
<b>A. Need for Project</b>	<p>The extent in which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. It is recommended applicants use five objective data sources in addition to free and reduced lunch count.</p> <ol style="list-style-type: none"> <li>1. The needs of the proposed target population and whether the proposed program is calculated to meet the needs of the target population. For example:             <ol style="list-style-type: none"> <li>a. Are the students to be served attending a school that is in the program improvement category?</li> <li>b. Are the students exposed to factors which place them at risk of failing to achieve success in school?</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>c. Are the students in need of academic improvement based upon individual performance?</li> <li>d. These factors may include poverty, limited English proficiency, dropout rates, truancy, juvenile delinquency rates or unmet childcare needs, and students who attend targeted or comprehensive schools; applicants should define how these factors are linked to risk of academic failure.</li> </ul> <ol style="list-style-type: none"> <li>2. The services to be provided and whether, if appropriate, those services are based upon rigorous, evidence-based principles and will help participants meet local content and academic achievement standards.</li> <li>3. How are the services provided to help students and their families mitigate risk factors and achieve the state's academic standards?</li> </ol>
<p><b>B. Quality of Project Design</b></p>	<p>The extent in which the application describes the design of the project:</p> <ol style="list-style-type: none"> <li>1. Clearly define the projects goals, objectives, and outcomes;</li> <li>2. The proposed measurement of these goals, objectives, and outcomes;</li> <li>3. The ability to show a direct relation between the goals, objectives, and outcomes to the state's academic achievement standards;</li> <li>4. The description of the end outcomes expected;</li> <li>5. Whether the programs will result in academic improvement in mathematics, reading, technology, and science;</li> <li>6. Which the inputs and outputs are described;</li> <li>7. Which families of students were involved in developing the application and are anticipated to participate in the project;</li> <li>8. Whether the project has identified and clearly explained a feasible plan for sustainability once funding under the APR ESSER funds are 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. The sustainability plan 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;</li> <li>9. The comprehensiveness of the program offerings;</li> <li>10. The duration of the program;</li> <li>11. And the length of time each week the program will be operating. <ul style="list-style-type: none"> <li>a. The community learning centers must offer services during non-school hours or periods when school is not in session. Each community should base its application on the needs of its students and families.</li> <li>b. Centers should consider establishing consistent and dependable hours of operation emphasis on increasing students academic achievement as it aligns to the state standards.</li> </ul> </li> </ol>
<p><b>C. Adequacy of Resources</b></p>	<p>The extent in which the application describes the ability of the applicant to provide the required resources to host a safe and successful program.</p> <p>The ability to show reasonableness in costs associated with hosting the program and students to be served. Adequacy of resources will be measured by the following:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Staff shall be licensed teachers as far as practical.</li> <li>3. 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."</li> <li>4. Considerations will include:</li> </ol>

	<ol style="list-style-type: none"> <li>a. Whether the facilities, equipment, and transportation meet required state health, safety, and fire code standards.</li> <li>b. A complete FBI background check or federal background check of individuals working in the program is conducted on all staff.</li> <li>c. 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.</li> </ol> <ol style="list-style-type: none"> <li>5. The reasonableness of the proposed budget in relation to the number of students to be served.</li> <li>6. 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.</li> <li>7. The applicant has addressed transportation to and from the site.</li> <li>8. If assessing a fee, whether there is an effective process for assuring families not to be prevented from participating due to financial consideration.</li> </ol>
<p><b>D. Quality of Management Plan</b></p>	<p>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. Quality of the management plan will be measured by the following:</p> <ol style="list-style-type: none"> <li>1. A quality management plan will include, at a minimum, a detailed budget, staffing needs and the qualifications (<b>including the use of licensed teachers</b>) and responsibilities of the staff.</li> <li>2. Timelines for achieving clearly delineated objectives.</li> <li>3. The applicant plan for assuring stakeholders perspectives are considered in the management of the project.</li> <li>4. A detailed training plan and funding, which should include: <ol style="list-style-type: none"> <li>a. Initial training required;</li> <li>b. Ongoing training to be provided;</li> <li>c. Evidence of success of training;</li> <li>d. Amount of training required;</li> <li>e. A timeline of training to be provided; and</li> <li>f. How training will be funded.</li> </ol> </li> <li>5. Applicants must also address how student and family privacy rights will be assured.</li> <li>6. 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 meetings to benefit the education of individual students.</li> </ol>
<p><b>E. Quality of Project Evaluation</b></p>	<p>The extent in 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, as well as evaluating the effectiveness of the initiative.</p> <p>Quality evaluation could include but is not limited to the following:</p> <ol style="list-style-type: none"> <li>1. Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;</li> <li>2. Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;</li> </ol>



	<ol style="list-style-type: none"> <li>3. If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;</li> <li>4. Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and</li> <li>5. Collect the data necessary for the measures of student success described in subparagraph (D).</li> </ol> <p>Project evaluation will be measured on the following:</p> <ol style="list-style-type: none"> <li>1. Each grantee will do periodic evaluations annually, at a minimum, to assess progress toward its stated goals and objectives.</li> <li>2. Each grantee will annually evaluate their alignment.</li> <li>3. Results of the evaluation are used to refine, improve, and strengthen the program and to improve and enhance the performance measures to strengthen the program.</li> <li>4. 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.</li> </ol> <p>*Programs whose attendees consistently fail to meet performance standards will be provided with additional technical assistance or considered for fund reduction, as appropriate.</p>
<p><b>F. Quality of Partnerships</b></p>	<p>Under this component, project applicants will be required to demonstrate that they have established collaborations with various community organizations as appropriate.</p> <ol style="list-style-type: none"> <li>1. Includes a list of all community partners.</li> <li>2. The services to be provided by partners.</li> <li>3. Partnership Agreement in the Out of School Time program.</li> </ol> <p>See Partnership Agreement, Attachment B.</p>

## Section Four – Program Requirements

Section	Description
<b>A. Collaboration</b>	Applicants must collaborate with LEAs, 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 states “the proposed program was developed and will be carried out in active collaboration with the schools the students attend”.
<b>B. Grantee Reporting Requirements</b>	<p><b>1. STATE Required Reports</b> Grantees are required to submit multiple reports via Webgrants to STATE staff in a timely manner. The following is a list of required reports:</p> <ul style="list-style-type: none"> <li>• Quarterly Status Updates Reports</li> <li>• Budget Revision</li> <li>• Request for Funds</li> <li>• Final report</li> </ul>
<b>C. Components of a Quality Afterschool Program</b>	<p>According to the USDE publication <i>Working for Children and Families: Safe and Smart Afterschool Programs</i>, eight components are generally present in high-quality afterschool programs. The eight components are:</p> <ol style="list-style-type: none"> <li>1. Goal setting, strong management, and sustainability.</li> <li>2. Quality afterschool staffing.</li> <li>3. Attention to safety, health, and nutrition issues.</li> <li>4. Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups.</li> <li>5. Strong involvement of families.</li> <li>6. Enriching learning opportunities.</li> <li>7. Linkages between school-day and afterschool personnel.</li> <li>8. Evaluation of program progress and effectiveness.</li> </ol> <p><i>Working for Children and Families</i> is available at <a href="http://files.eric.ed.gov/fulltext/ED441579.pdf">http://files.eric.ed.gov/fulltext/ED441579.pdf</a>. Applicants are encouraged to address these components in their program narrative in the application.</p> <p>ND Out of School Time Quality Standards: <a href="#">Booklet Resources – ND Afterschool Network</a></p>
<b>D. Sustainability Plan</b>	Each applicant must include a detailed plan for sustainability to address how they will meet the needs of the students to be served if federal funding were to end. A successful plan will be an evolving document. It should include partners and the services they will provide, as well as the process to obtain additional funding other than federal or state dollars.

## Section Five - Selection and Review Process

Section	Description
<b>A. Selection Criteria</b>	Reviewers will use criteria in the scoring rubric to evaluate applications for funding, with a point value for each section. The STATE's intent in this section of the application is to identify the selection criteria and help applicants understand how the point value will be applied during the review process. Each section criterion is presented in the scoring rubric 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 the applicant's best interest to be familiar with them.
<b>B. Overview</b>	The STATE administers the Out of School Time program. This grant competition is for a period of three years. The STATE shall ensure all grant reviewers are qualified.
<b>C. Peer Reviewers</b>	The STATE will identify and select reviewers.
<b>D. Funding</b>	*Grant funding is contingent upon availability of ARP ESSER funding from federal sources; and if federal funding is not obtained and/or continued at levels sufficient for the grant, awards may be reduced or discontinued.

## Out of School Time Program Grant Competition – Application for Selection

### Scoring Rubric

**Maximum Points Available – 190**

This scoring rubric will be used for the Out of School Time Program competitive grant review process to score grant applications. Each item is rated on a point scale for each section.

*\*Grant funding is contingent upon availability of ARP ESSER from federal sources and if federal funding is not obtained and/or continued at levels sufficient for the grant, awards may be reduced or discontinued.*

<b>Competitive Priorities – 15 Points Total Maximum Points</b>	
➤	Does the applicant serve students who receive free or reduced lunch? <b>Yes (5pts) or No (0 pts)</b> _____
➤	Does the applicant serve students who were disproportionately impacted by COVID-19? <b>Yes (10pts) or No (0 pts)</b> _____
<b>Total Points for Competitive Preferences</b> _____	

**A. NEED FOR THE PROJECT – 15 Points Maximum**

**1. Need for the program meets the needs of the target population.**

Points Awarded	Description
<b>5</b>	There is <b>clear and convincing</b> evidence to support that a comprehensive needs assessment used five objective data sources in addition to free/reduced count.
<b>4</b>	There is <b>significant</b> evidence to support that a comprehensive needs assessment that used four objective data sources in addition to free/reduced count.
<b>3</b>	There is <b>moderate</b> evidence to support that a comprehensive needs assessment that used three objective data sources in addition to free/reduced count.
<b>2</b>	There is <b>some</b> convincing evidence to support that a comprehensive needs assessment used at least two objective data sources in addition to free/reduced count.
<b>1</b>	There is <b>limited or weak</b> evidence to support that a comprehensive needs assessment used at least one objective data source in addition to free/reduced count.
<b>0</b>	There is <b>no evidence</b> to support that a comprehensive needs assessment used any objective data source in addition to free/reduced count.

Comments: \_\_\_\_\_

**Total Points for Question A #1** \_\_\_\_\_

**2. Services to be provided are linked to evidence-based research (EBR), and will help participants meet content and academic achievement standards.**

Points Awarded	Description
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<b>5</b>	There is <b>clear and convincing</b> evidence describing services supported by EBR, detailed evidence and links to content and academic achievement, comprehensive plan of how all services and achievement goals are linked together.
<b>4</b>	There is <b>significant</b> evidence to support a description of services supported by EBR, detailed evidence and links to content and academic achievement, adequate plan of how all services and achievement goals are linked together.
<b>3</b>	There is <b>moderate</b> evidence to support a description of services supported by EBR detailed evidence and links to content and academic achievement, adequate plan of how all services and achievement goals are linked together.
<b>2</b>	There is <b>some</b> convincing evidence to support minimal description of services, not supported by EBR, academic achievement and content not supported with evidence, no plan.
<b>1</b>	There is <b>limited or weak</b> evidence to support services supported by EBR, academic achievement, comprehensive plan of how all services and achievement goals are linked together.
<b>0</b>	There is <b>no evidence</b> to support services.

Comments: \_\_\_\_\_

Total Points for Question A #2 \_\_\_\_\_

**3. Services provided will help students and families mitigate risk factors and achieve state academic standards.**

<b>Points Awarded</b>	<b>Description of Services</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support a detailed plan consisting of four components: needs assessment to services, services are based in EBR, includes evidence to link services to academic achievement and content standards, addresses services to assist families.
<b>4</b>	There is <b>significant</b> evidence to support three of the four components of a detailed plan.
<b>3</b>	There is <b>moderate</b> evidence to support two of the four components of a detailed plan.
<b>2</b>	There is <b>some</b> convincing evidence to support one of the four components of a detailed plan.
<b>1</b>	There is <b>limited or weak</b> evidence to support any components a detailed plan.
<b>0</b>	There is <b>no evidence</b> to support a detailed plan.

Comments: \_\_\_\_\_

Total Points for Question A #3 \_\_\_\_\_

**TOTAL SCORE FOR NEED FOR THE PROJECT (15 Points Maximum)**

(Combined score for questions A1, A2 and A3) \_\_\_\_\_

**B. QUALITY OF PROJECT DESIGN – 30 Maximum Points**

**1. Includes goals, objectives, and outcomes of program.**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support that all goals, outcomes, and objectives are defined, measurable, include measurement process, and can be directly linked to state standards.

<b>4</b>	There is <b>significant</b> evidence to support a majority of goals, outcomes, and objectives are defined, measurable, include measurement process, and can be directly linked to state standards.
<b>3</b>	There is <b>moderate</b> evidence to support that some of the goals, outcomes, and objectives are defined, measurable, may or may not include measurement process, and can be directly linked to state standards.
<b>2</b>	There is <b>some</b> convincing evidence to support that some of the goals, outcomes, and objectives are defined and measurable. Measurement process not included and not linked to state standards.
<b>1</b>	There is <b>limited or weak</b> evidence to support that goals, outcomes and objective are defined, measurable, measurement process not included, not linked to state standards.
<b>0</b>	There is <b>no evidence</b> to support that goals, outcomes, and objectives are defined and measurable. Measurement process not included and not linked to state standards.

Comments: \_\_\_\_\_

**Total Points for Question B #1** \_\_\_\_\_

**2. Description of required inputs and outputs.**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support that all inputs and outputs are described in detail.
<b>4</b>	There is <b>significant</b> evidence to support a majority of inputs and outputs are described in detail.
<b>3</b>	There is <b>moderate</b> evidence to support minor inputs and outputs are described in limited detail.
<b>2</b>	There is <b>some</b> convincing evidence to support inputs and outputs are minimally described.
<b>1</b>	There is <b>limited or weak</b> evidence to support inputs and outputs are described in detail.
<b>0</b>	There is <b>no evidence</b> to support inputs and outputs are described in detail.

Comments: \_\_\_\_\_

**Total Points for Question B #2** \_\_\_\_\_

3. **Students and families were involved in developing the application and anticipated to participate in the project.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that families are significantly involved: multiple meetings held, documentation of meetings, expected attendance, supporting data to verify attendance expected.
4	There is <b>significant</b> evidence to support that families are significantly involved: 1-2 meetings held, documentation of meetings, expected attendance, supporting data to verify attendance expected.
3	There is <b>moderate</b> evidence to support that families are involved: initial meeting held, expected attendance data may or may not be included.
2	There is <b>some</b> convincing evidence to support that families are minimally or not involved: no meetings held, limited expected attendance data.
1	There is <b>limited or weak</b> evidence to support that families are involved, meetings held, or expected attendance data.
0	There is <b>no evidence</b> to support family involvement, meetings held, or expected attendance data.

Comments: \_\_\_\_\_

Total Points for Question B #3 \_\_\_\_\_

4. **Sustainability plan. \*This should be a document that describes how your out of school time program would continue without federal funding.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that a detailed plan includes a comprehensive working document, description of services provided by partners, list and description of other funding sources, process in finding supplementary funding sources, includes goals and timeline to meet goals.
4	There is <b>significant</b> evidence to support that a detailed plan includes a comprehensive working document, description of services provided by partners, list and description of other funding sources, process in finding supplementary funding sources, includes goals and timeline to meet goals.
3	There is <b>moderate</b> evidence to support that components include a comprehensive working document, description of services provided by partners, list and description of other funding sources, process in finding supplementary funding sources, includes goals and timeline to meet goals.
2	There is <b>some</b> convincing evidence to support components of a detailed plan.
1	There is <b>limited or weak</b> evidence to support components of a detailed plan.
0	There is <b>no evidence</b> to support components of a detailed plan.

Comments: \_\_\_\_\_

Total Points for Question B #4 \_\_\_\_\_

5. **Description of how outcomes will be measured.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support all goals, outcomes, and objectives have a measurement, process on how they will be measured, and a timeline for measurement.
4	There is <b>significant</b> evidence to support all goals, outcomes, and objectives have a measurement process on how they will be measured and a timeline for measurement.
3	There is <b>moderate</b> evidence to support goals, outcomes, and objective measurement process on how they will be measured, and a timeline for measurement.
2	There is <b>some</b> convincing evidence to support goals, outcomes, and objectives have a measurement process on how they will be measured, may or may not have timeline.
1	There is <b>limited or weak</b> evidence to support goals, outcomes, objectives, process, and may or may not have a timeline.
0	There is <b>no evidence</b> to support goals, outcomes, objectives, process, and has no timeline.

Comments: \_\_\_\_\_

Total Points for Question B #5 \_\_\_\_\_

6. **Description of end outcomes to be achieved by the project.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support all expected outcomes are listed, described, measurable, correlated to stated goals, and have a timeline for measurement.
4	There is <b>significant</b> evidence to support a majority of expected outcomes are listed, described, measurable, correlate to stated goals, and have a timeline for measurement.
3	There is <b>moderate</b> evidence to support a majority of expected outcomes are listed, described, measurable, correlated to stated goals, no timeline.
2	There is <b>some</b> convincing evidence to support some of expected outcomes are listed, described, measurable, correlated to stated goals, and no timeline.
1	There is <b>limited or weak</b> evidence to support some of expected outcomes are listed, described, measurable, correlated to stated goals and no timeline.
0	There is <b>no evidence</b> to support expected outcomes are listed, described, measurable, correlated to stated goals, and no timeline.

Comments: \_\_\_\_\_

Total Points for Question B #6 \_\_\_\_\_

**TOTAL SCORE FOR QUALITY OF PROJECT DESIGN (35 POINTS MAXIMUM)**

(Combined score for questions B1 – B6) \_\_\_\_\_

**C. ADEQUACY OF RESOURCES – 50 Points Maximum Points**

1. **Facilities meet safety regulations (whether the facilities, equipment, and transportation meet required state health, safety, and fire code standard, and must have a FBI background check or a federal background check of individuals working in the program).**

Points Awarded	Description
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<b>5 - Meets Requirement</b>	There is <b>clear and convincing</b> evidence to support that documentation is provided that verifies all safety regulations are met.
<b>0 - Does Not Meet Requirements</b>	There is <b>no evidence</b> to support documentation is provided to verify safety regulations are met.

Comments: \_\_\_\_\_

**Total Points for Question C #1** \_\_\_\_\_

**2. Reasonableness of proposed budget**

<b>Points Awarded</b>	<b>Description</b>
<b>30-40</b>	There is <b>clear and convincing</b> evidence to support per student cost, detailed description of process used to calculate this cost, process is tied to all goals, activities, and outcomes, include costs of all activities, include estimated attendance, and have data to support attendance.
<b>21-29</b>	There is <b>significant</b> evidence to support per student cost, detailed description of process used to calculate this cost, process is tied to all goals, activities, and outcomes, include costs of all activities, include estimated attendance, <u>and lacks the supporting data.</u>
<b>13-20</b>	There is <b>moderate</b> evidence to support per student cost, limited description of process used to calculate this cost, process is tied to a majority of goals, activities, and outcomes, include costs of all activities, includes estimated attendance, <u>and lacks the supporting data.</u>
<b>6-12</b>	There is <b>some</b> convincing evidence to support per student cost, minimal description of process used to calculate this cost, process is tied to some of the goals, activities, and outcomes, minimally states cost of activities, <u>lacks estimated attendance, lacks the supporting data.</u>
<b>1-5</b>	There is <b>limited or weak</b> evidence to support per student costs, minimal description of process used to calculate cost, process tied to the goals, activities and outcomes, cost of all activities, estimated attendance, and supporting data.
<b>0</b>	There is <b>no evidence</b> to support per student costs, minimal description of process used to calculate cost, process is tied to the goals, activities and outcomes, cost of all activities, estimated attendance, and supporting data.

Comments: \_\_\_\_\_

**Total Points for Question C #2** \_\_\_\_\_

**3. Sites address how the program will be accessible to students. (Must address transportation)**

<b>Points Awarded</b>	<b>Description</b>
<b>5 - Meets Requirement</b>	There is <b>clear and convincing</b> evidence to support that the application includes a plan and process to address transportation and accessibility for all students.
<b>0 - Does Not Meet Requirements</b>	There is <b>no evidence</b> to support that a plan to address transportation and accessibility for all students is in place.

Comments: \_\_\_\_\_

**Total Points for Question C #3** \_\_\_\_\_

**TOTAL SCORE FOR ADEQUACY OF RESOURCES (55 POINTS MAXIMUM)**

(Combined score for questions C1 – C3) \_\_\_\_\_

**D. QUALITY OF MANAGEMENT PLAN – 30 Maximum Points**

**1. Components of a quality management plan. \*If application is for a large school district, the narrative must include the amounts allocated to each site.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that the applicant has included a budget, budget narrative, budget is broken down by line item, all budget items are linked to goals of the project, staffing needs with supporting evidence, includes staff description and roles.
4	There is <b>significant</b> evidence to support that the applicant has included a budget, budget narrative, budget is broken down by line item, all budget items are linked to goals of the project, staffing needs with supporting evidence, includes staff description and roles.
3	There is <b>moderate</b> evidence to support that applicant included a budget, budget narrative, staffing needs, roles of staff with supporting evidence.
2	There is <b>some</b> convincing evidence to support that the applicant did not include one or none of the following: budget, staffing needs, roles of staff. It does not appear that consideration has gone into the planning for budgetary needs targeted to support the 21 <sup>st</sup> CCLC program.
1	There is <b>limited or weak</b> evidence to support that the applicant included a budget, budget narrative, staffing needs, and roles of staff. It does not appear that consideration has gone into the planning for budgetary needs targeted to support the 21 <sup>st</sup> CCLC program.
0	There is <b>no evidence</b> to support that the applicant presented a clear indication of a budget aligned to the described plan or described activities.

Comments: \_\_\_\_\_

**Total Points for Question D #1** \_\_\_\_\_

**2. Timeline of goals and objectives.**

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that all goals and objectives listed in the application have a timeline for achievement.
4	There is <b>significant</b> evidence to support that a majority of goals and objectives listed in application have a timeline for achievement.
3	There is <b>moderate</b> evidence to support that at least half the goals and objectives listed in the application have a timeline for achievement.
2	There is <b>some</b> convincing evidence to support that less than half the goals and objectives in the application have a timeline for achievement.
1	There is <b>limited or weak</b> evidence to support that the applicant provided the planned budget that supports the program for the three year period.
0	There is <b>no evidence</b> to support that the applicant presented a clear description of goals and objectives with a feasible timeline.

Comments: \_\_\_\_\_

**Total Points for Question D #2** \_\_\_\_\_

3. Stakeholders are included in the development of the management plan (parents, administrators, teachers and staff).

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that all stakeholder groups were consulted; includes multiple sources of quantitative data.
4	There is <b>significant</b> evidence to support that all stakeholder groups were consulted; includes 1-2 sources for quantitative data.
3	There is <b>moderate</b> evidence to support that three stakeholder groups were consulted, a minimum of one meeting was held, may or may not include qualitative data.
2	There is <b>some</b> convincing evidence to support that less than three stakeholder groups were consulted.
1	There is <b>limited or weak</b> evidence to support that at least one stakeholder group was consulted.
0	There is <b>no evidence</b> to support that stakeholder groups were included.

Comments: \_\_\_\_\_

Total Points for Question D #3 \_\_\_\_\_

4. Plan for training (includes funding).

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that a detailed training plan will include: initial training required, ongoing training to be provided, evidence of success of training, amount of training required, includes a timeline of training to be provided, how training will be funded.
4	There is <b>significant</b> evidence to support that a detailed training plan will include: initial training required, ongoing training to be provided, evidence of success of training, amount of training required, includes a timeline of training to be provided, how training will be funded.
3	There is <b>moderate</b> evidence to support that the application contains all components of a detailed plan but lacks a timeline.
2	There is <b>some</b> convincing evidence to support that the application contains a majority of the components of a detailed plan, may or may not include a timeline
1	There is <b>limited or weak</b> evidence to support that the application contains two or three components of a detailed plan, and lacks a timeline.
0	There is <b>no evidence</b> to support that a detailed plan and timeline was submitted.

Comments: \_\_\_\_\_

Total Points for Question D #4 \_\_\_\_\_

5. Includes a policy on protection of student and family privacy rights.

Points Awarded	Description
5 - Included	There is <b>clear and convincing</b> evidence to support that the application includes a privacy policy.
0 - Not Included	There is <b>no evidence</b> to support the inclusion of a privacy policy.

Comments: \_\_\_\_\_

Total Points for Question D #5 \_\_\_\_\_

6. Applications contain a plan for collaboration between schools for students served and afterschool program.

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support that a detailed plan will include: multiple methods of communication, multiple ways afterschool is aligned with regular day, assurance of afterschool participation in regular day meetings, includes timeline for regular meetings.
4	There is <b>significant</b> evidence to support that the application includes all components of a detailed plan, but lacks a timeline.
3	There is <b>moderate</b> evidence to support that the application includes all components of a detailed plan, but is limited in the methods of aligning to the school day and methods of communication, may or may not have a timeline.
2	There is <b>some</b> convincing evidence to support components of a detailed plan.
1	There is <b>limited or weak</b> evidence to support that the application has an extremely limited plan, no timeline.
0	There is <b>no evidence</b> to support that a detailed plan included collaboration between schools for students served and an afterschool program.

Comments: \_\_\_\_\_

Total Points for Question D #6 \_\_\_\_\_

**TOTAL SCORE FOR Quality of Management Plan (30 POINTS MAXIMUM)**

(Combined score for questions D1 – D6) \_\_\_\_\_

**E. QUALITY OF PROJECT EVALUATION – 20 Maximum Points**

1. Grantee performs annual evaluations.

Points Awarded	Description
5	There is <b>clear and convincing</b> evidence to support the application contains comprehensive monitoring plan: alignment to goals, objectives, outcomes, adherence to federal requirements, includes a monitoring tool, uses multiple ways to monitor sub-grantees, document to tie everything together, and includes a timeline when monitoring data will be collected.
4	There is <b>significant</b> evidence to support that the application includes all aspects of comprehensive plan, does not include a timeline.
3	There is <b>moderate</b> evidence to support that the application includes monitoring for alignment to goals, objectives, outcomes, adherence to federal requirements, includes a

	monitoring tool, uses onsite monitoring and one other process to monitor, may or may not include a timeline.
<b>2</b>	There is <b>some</b> convincing evidence to support the application only uses onsite monitoring may or may not include other aspects of a comprehensive plan.
<b>1</b>	There is <b>limited or weak</b> evidence to support that the application contains a comprehensive monitoring plan.
<b>0</b>	There is <b>no evidence</b> to support a monitoring plan.

Comments: \_\_\_\_\_

**Total Points for Question E #1** \_\_\_\_\_

**2. Program adherence to quality evaluation.**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support that the application provided information to use at least five processes to monitor evaluation.
<b>4</b>	There is <b>significant</b> evidence to support that the application provided information to use at least five processes to monitor evaluation.
<b>3</b>	There is <b>moderate</b> evidence to support that the application provided information to use four described processes to monitor evaluation.
<b>2</b>	There is <b>some convincing</b> evidence to support that the application provided information to use three described processes to monitor evaluation.
<b>1</b>	There is <b>limited or weak</b> evidence to support that the application provided less than two processes to monitor evaluation.
<b>0</b>	There is <b>no evidence</b> to support information using described processes to monitor evaluation.

Comments: \_\_\_\_\_

**Total Points for Question E #2** \_\_\_\_\_

**3. Use of results to refine, improve and strengthen program.**

<b>Points Awarded</b>	<b>Description</b>
<b>5 - Included</b>	There is <b>clear and convincing</b> evidence to support the application includes a plan to review all monitoring documents and how required changes will be implemented.
<b>0 - Not Included</b>	There is <b>no evidence</b> to support a plan to review all monitoring documents.

Comments: \_\_\_\_\_

**Total Points for Question E #3** \_\_\_\_\_

**4. Applicant has a plan for explaining data**

<b>Points Awarded</b>	<b>Description</b>
<b>5</b>	There is <b>clear and convincing</b> evidence to support a detailed plan includes the following steps with detailed description: explanation of data collected, how it will be collected,

	when it will be collected, when outcomes will be published, how it will be used to improve project, includes a timeline.
<b>4</b>	There is <b>significant</b> evidence to support a detailed plan includes the following steps with detailed description: explanation of data collected, how it will be collected, when it will be collected, when outcomes will be published, how it will be used to improve project, includes a timeline.
<b>3</b>	There is <b>moderate</b> evidence to support that that the applicant was missing one of the elements of a detailed plan, description of activities is minimal, and may or may not include a timeline.
<b>2</b>	There is <b>some convincing</b> evidence to support that the applicant is missing more than one element of a detailed plan, limited description, and may or may not include a timeline.
<b>1</b>	There is <b>limited or weak</b> evidence to support a detailed plan for explaining data.
<b>0</b>	There is <b>no evidence</b> to support a detailed plan for explaining data.

Comments: \_\_\_\_\_

Total Points for Question E #4 \_\_\_\_\_

**TOTAL SCORE FOR Quality of Project Evaluation (30 POINTS MAXIMUM)**

(Combined score for questions E1 – E4) \_\_\_\_\_

**F. QUALITY OF PARTNERSHIPS – 30 Maximum Points**

**1. Includes a list of partners**

Points Awarded	Description
<b>10 - Included</b>	There is <b>clear and convincing</b> evidence to support that the application includes a list of all partners.
<b>0 - Not Included</b>	There is <b>no evidence</b> to support a list of all partners was included.

Comments: \_\_\_\_\_

Total Points for Question F #1 \_\_\_\_\_

**2. Services provided by partners**

Points Awarded	Description
<b>10 - Included</b>	There is <b>clear and convincing</b> evidence to support the application includes a list of all services provided by all partners.
<b>0 - Not Included</b>	There is <b>no evidence</b> to support the application includes a list of all services provided by all partners.

Comments: \_\_\_\_\_

Total Points for Question F #2 \_\_\_\_\_

**3. Includes verification of partner involvement**

Points Awarded	Description
<b>10 - Included</b>	There is <b>clear and convincing</b> evidence to support that the application includes signed agreements from all partners listed.

<b>0 - Not Included</b>	There is <b>no evidence</b> to support that the application includes signed agreements from all partners listed was included.
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Comments: \_\_\_\_\_

Total Points for Question F #3 \_\_\_\_\_

**TOTAL SCORE FOR Quality of Partnerships (30 POINTS MAXIMUM)**

(Combined score for questions F1 – F3) \_\_\_\_\_

**Maximum Points Possible – 210 Points**

Section	Points Possible	Points Awarded
Competitive Priorities	15	
A. Need for the Project	15	
B. Quality of Project Design	30	
C. Adequacy of Resources	50	
D. Quality of Management Plan	30	
E. Quality of Project Evaluation	20	
F. Quality of Partnerships	30	
<b>TOTAL POINTS AWARDED</b>	<b>190</b>	

**Attachment B**

**Sample Partnership Agreement**

<b>Partner Name:</b>	<b>Contact:</b>
<b>Contact Email:</b>	<b>Contact Number:</b>
<b>Address:</b>	<b>Contact Email:</b>
<b>Description of Partner:</b>	
<b>Services to be Provided by Partner:</b>	

\_\_\_\_\_  
**Signature of Partner**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Authorized Representative**

\_\_\_\_\_  
**Date**