New Hampshire State
Department of Education
Division of Educational Improvement
Bureau of Integrated Programs

21st Century Community Learning Center[1]

2016 REQUEST FOR PROPOSALS

Application Due Date: March 7, 2016
Published: January 5, 2016

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices.

[1] Pursuant to the Public Law 107-110, Elementary and Secondary Education Act (ESEA) of 1965, as amended.

CONTENTS

I. Purpose of Program....3
II. Eligible Applicants....4
III. Time Period, Size, and Number of Grants....4
IV. Eligible Activities....5
V. Application Procedures and Deadline....6
VI. Review Process and Criteria....7
VII. Narrative Guidelines and Requirements....7
a. Need for Project....7
b. Program Design....8
c. Adequacy of Resources....9
d. Program Management Plan....9
e. Project Evaluation....10
f. Budget/Budget Narrative....12
VIII. Attachment Guidelines....14
IX. Reports and Professional Development Participation Requirements....14
X. Management of the Program....15
XI. Grant Award Decisions and Disposition of Proposals....15
XII. 2016 Timeline of Activities....16
XIII. Bidders Conference....17
XIV. Definitions....17

APPENDICES

A. Grant Cover Page....20
B. Program Assurances....21
C. Application Checklist....22
D. 2016 21CCLC Proposed Budget....23
E. Schedule of Operations....24
F. Goals, Outcomes and Evaluation Template and Guidance....25
G. Sample Memorandum of Understanding....27
H. Application/Scoring Review Rating Form....29

The State Department of Education reserves the right to make necessary policy changes after proposals are submitted and to negotiate awards with potential recipients.

I. Purpose of Program

The 21st Century Community Learning Center (21st CCLC) program is authorized under the Elementary and Secondary Education Act (ESEA) of 1965, as amended, in Title IV, Part B. It is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The anticipated federal appropriation is $5,643,198.

The goal of the 21st CCLC program is to raise student academic achievement through the creation and expansion of community learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Centers can be located in elementary, middle or secondary schools or similarly accessible facilities. They provide a range of high quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (e.g., hands-on science or technology programs), and community service opportunities, as well as music, arts, sports, and cultural activities. A full list of eligible activities is included in Section IV.

The funding provided is intended to:

- Provide opportunities for academic enrichment, including tutorial services to help students, particularly those who attend low-performing schools, meet state and local student performance standards in core academic subjects like reading and mathematics.
- Offer students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers, opportunities for literacy education and related educational development.

Legislation, Regulations, and Guidance for the 21st Century Community Learning Center program is available online at: http://www.ed.gov/programs/21stcclc/legislation.html

Many other valuable links may be found at: http://www.ed.gov/programs/21stcclc/resources.html
For technical assistance and to receive the same information as other applicants you may join the blog at: http://blogs.nh.gov/nhpress2/21century/

II. Eligible Applicants

Applicants for 21st CCLC funds must be a collaborative between a local educational agency (LEA) and one or more community-based organizations (CBOs), faith-based organizations (FBOs), or other public or private entities and must primarily serve students who attend schools with a high concentration of economically disadvantaged students. The lead agency may be the school, district, CBO, FBO or other organization but must always partner with an eligible school.

This funding applies to all schools with a minimum of 30 percent of the student population identified as recipients of the free/reduced lunch program as of October 2015. Middle and high schools are eligible if the majority of the feeder elementary schools are eligible.

III. Time Period, Size, and Number of Grants:

	21st Century Community Learning Center Program
Eligible Grades	Preschool through high school students and their families.
Time Period	A 21st CCLC grant cannot exceed five years.
Size of Individual Grants	**First time awards**-The minimum grant award is $50,000. The maximum grant award is $135,000 per eligible school site. An average cost per center servicing at the minimum of 50 students per day, including their families and summer vacation, is $135,000. Costs per center may be lower depending on the number of individuals served, the array of activities, and the availability of additional resources. Pending federal funds, grant awards will be funded at 100 percent for the first three years of funding. In year four, a phase out will commence and the applicant will receive 75 percent of the initial grant award. In year five, the applicant will receive 65 percent of the initial grant award. At no time may the grant awards amount to less than $50,000 a year. **Current Grantees Reapplying-**The minimum grant award is $50,000. The maximum grant award for a current grantee reapplying is the allocation amount of the final year of the previous award.
Estimated Funds Available	$1.2 million
Number of Grants	The number of grants funded will ultimately depend on the number of qualifying proposals received and the availability of funds. An estimated 8-12 sites will be funded depending on the size of grant awards.

IV. Eligible Activities

Each eligible organization that receives an award may use the funds to carry out a broad array of before school and after school activities (including summer recess periods) that advance student achievement. Programs are encouraged to engage students in active, experiential learning. Eligible activities include:

1. Remedial education activities and academic enrichment learning programs, including those that provide additional assistance to help students improve their academic achievement
2. English language arts, mathematics, and science education activities
3. Arts and music education activities
4. Entrepreneurial education programs
5. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
6. Telecommunications and technology education programs
7. Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement
8. Recreational activities
9. Expanded library service hours
10. Programs that promote parental involvement and families
11. Assistance for students who have been truant, suspended, or expelled to allow them to improve their academic achievement
12. Drug and violence prevention programs, counseling programs, and character education programs as described in Section 4205(a)

Note: Applicants are reminded of their obligation under **Section 504 of the Rehabilitation Act** which states that no qualified handicapped person shall, on the basis of the handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.

V. Application Procedures and Deadline

1. Submit "Intent to Apply" via: https://www.surveymonkey.com/r/21c2016IntentToApply
2. Complete submissions include one hard copy proposal with original signatures and one original copy (including signatures) in a single PDF format on a CD.
3. Applications must be postmarked by March 7, 2016 or hand delivered by 4:00 PM to the Department at the address below:

NH State Department of Education
101 Pleasant Street
Concord, NH 03301
Attention: Marie Blanchard

Questions may be directed to:
Suzanne Birdsall-Stone at 603-520-6263 or Suzanne.Birdsall-Stone@doe.nh.gov

4. In order to be considered, the proposal must include the following completed grant sections:

- Signed Grant Application Cover Page
- Signed 21st Century Community Learning Center Program Assurances
- Application Checklist
- Application Abstract (not to exceed one page)
- Table of Contents (not to exceed one page)
- Application Narrative (not to exceed 20 pages)
  - Need for Project
  - Program Design
  - Adequacy of Resources
  - Program Management Plan
  - Project Evaluation
  - Budget Narrative
- Budget Spreadsheet
- Budgets for partner contracts exceeding $5,000, if applicable
- Goals, Outcomes and Evaluation
- School Board Policy for High School Extended Learning Opportunities, if applicable
- One Year Timeline
- Schedule of Operations
- Job Descriptions and Credentials for Key Staff
- Letter of Support from Principal(s)
- Memorandums of Understanding between Youth-Serving Organizations, Local Education Agencies, and/or State Agencies
- Advisory Board Members Roles and Responsibilities
- Organizational Chart
- Documentation of Private School Communication, if applicable
- Summary of Evaluation Studies for Current Program, if applicable

VI. Review Process and Criteria

The NH State Department of Education will convene a panel of peer reviewers to review all complete, eligible applications received by the due date of March 7, 2016. Each applicant will be rated according to the criteria provided within the Application/Scoring Review Rating Form, which can be found in Appendix H.

Grant awards will be negotiated and accepted with modifications, if necessary, in time for the final award notification of May 6, 2016. Applicants for 21st CCLC funds may be asked to clarify certain aspects of their proposals, participate in an oral interview, or receive an on-site visit. Applicants will be contacted if such information is necessary.

VII. Narrative Guidelines and Requirements

Narratives must not exceed 20 single-sided pages, double-spaced in 12-point font. No special binding other than paper clips, staples, or binder clips may be used. Pages should be numbered and appendices should be separated with labeled tabs and referenced within the text.

a. Need for Project: **10 points**

Provide a description of your community explaining why the proposed project is appropriate. In doing this:

- Cite the factors that place students at risk of educational failure, e.g., poverty rates in the communities to be served, increase in the number of limited English proficient students and adults, percentage of Title I students, dropout rates, teen birth rates, achievement gap and adult literacy rates, and education levels in the community. Address these risk factors in the program design and evaluation and evaluation sections.

- New Applicants - Report the results of an assessment based on objective data supporting the need for before and after school programs (including summer programs). Include the survey questions, number of surveys that went out, number of responses, and the results in numbers and percentages. If focus groups were used, list the dates, target audience of each one, how members were selected, how many members attended, questions asked, documented results and conclusions.

OR

- Current Grantees - Report the results of an assessment based on objective data that assesses the community for current usage, gaps in usage, and barriers to usage. Include the survey questions, number of surveys that went out, number of responses, and the results in numbers and percentages. If focus groups were used, list the target audience of each one, how members were selected, how many members attended, dates, questions asked, documented results and conclusions.

- New Applicants - Describe other afterschool programs currently serving your target population and explain why their services are insufficient to meet identified needs.

OR

- Current Grantees - Describe other afterschool programs serving your target population and the communication link with them. Using results from your community survey describe how you will meet unmet needs and address barriers.

b. Program Design: **25 points**

Provide a detailed description of program goals, design and activities and explain how specific activities will assist students in their area(s) of need. If programs/services will vary significantly from site to site, describe for each. Address Family Engagement strategies.

- Use the Goals, Outcomes and Evaluation Template in Appendix F to identify three **goals*** with supporting **program elements*** and measurable **short** and **long term outcomes*** that address the needs of the target population identified in your needs section. One of your goals must be to raise academic achievement for youth. Attach one completed template per goal. *(Additional guidance may be found in Appendix F).)*
- Describe the specific program activities in your proposal; how they link to the needs identified in the Need for Project, Section a; and how they contribute to academic achievement and youth development. Reference any **scientifically-based research*** that sustains your assertion that it contributes to these areas. For applications that include high school, review and apply the NH's High School Redesign Extended Learning Opportunities' (ELO) guidelines to describe a program menu that includes credit bearing ELOs and non-credit programming: http://www.education.nh.gov/innovations/elo/index.htm.
- Describe how the program will link to the school day for homework and enrichment programs. Indicate how academic needs will be identified and supported through the program, including any current or intended connections school/district improvement plans. For applications that include high school, describe activities, strategies, and coordination for credit bearing ELO opportunities.
- Complete a "Schedule of Operations" form found in Appendix E for each proposed site. If the schedule is the same for each site you may use one form to include all sites. *Guidelines: a minimum of 15 hours per week at five days per week during the school year and four weeks of summer programming. At a minimum during the school year, a block of Homework Club staffed by at least one certified teacher and a block of enrichment choices that youth have signed up for in sustained blocks of time (for example 6-8 week sessions), facilitated by skilled staff and community members, based on youth interest, and linked to the school day.*
- Describe how **youth voice*** will be included in the ongoing development of the project. Include these activities in the one year timeline in the Program Management Plan, Section d.
- Describe what **Family Literacy*** programs will be offered, how often and why the programs were chosen. Include these activities in the one-year timeline in the Program Management Plan, Section d.
- Describe how parent input will be solicited and included in the ongoing development of the project. Also include these activities in the one year timeline in Section d. If needed, how will staff communicate with families with limited English skills?
- Describe how the program will create a welcoming environment for families.

- New Applicants - Describe how your program proposes to attract youth and their families. Also explain how you will maintain student enrollment over time.

OR

- Current Grantees – Use the format below to indicate the number of youth and families that were served for each year of your previous five-year grant. Explain any fluctuations up or down in the numbers. Describe any changes you will make to increase enrollment and/or activities to retain enrollment.

* Items highlighted in bold are described in the definitions section of this document.

2011 Award Amount: $_____	2011 RFP Target	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-To Date
Youth Per Day/Measured by Average Daily Attendance						
Youth Served Per Year						
Regular Attendees*						

c. Adequacy of Resources: **15 points**
Show that appropriate resources and personnel are allocated for the tasks and activities described in your application.

- Describe the staffing for proposed programs and services, including the student-to-staff ratios. *It is recommended that Homework Club has at least one certified teacher and ratios of 1:4-8, Enrichment Programs 1:6-12, and Recreation 1:18.* If your application includes high school, state who will coordinate and administrate the credit bearing ELOs and non-credit programming.
- Include job descriptions and credentials of key staff in an appendix to your proposal. *Note: All programs must have a program director. Successful projects typically employ their program director full time. For each six sites, budget for a full-time program director or describe the staffing pattern that will support the additional sites.*
- Attach a letter of support from the principal(s).
- Attach a Memorandum of Understanding (MOU) for each partnership that includes a detailed description of each of the partnering agencies involved in the delivery of proposed programs and services and their relationship with the school district. Clearly indicate the role and capacity of each partnering organization. A signed MOU for each school must be signed by the principal of the school being served. An MOU template is included in Appendix G.
- Discuss how you will ensure that students travel safely to and from your program activities and get home from school-based and/or off-site programs.
- Describe the types of professional development that will be offered, how often, when, and to whom. Include these activities in the one year timeline in Section d below. *Consider: Orientation, fostering positive behavior, positive interactions with families, regularly scheduled staff meetings for program development, linking to the school day, how to help with homework, training enrichment leaders, linking to Common Core State Standards, project-based learning and participation in the afterschool credentialing system.*

d. Program Management Plan: **15 points**
Charts and timetables are particularly helpful in describing the structure of your project and the procedures for managing it successfully.

- Include a one-year timeline for program implementation and continued planning in the appendix. Also include **youth voice***, parent input, **family literacy***, professional development, and evaluation activities from corresponding sections.

* Items highlighted in bold are described in the definitions section of this document.

- Attach a list of advisory board members and their role. Describe the roles and responsibilities of this board.
- Include an organizational chart in the appendix. Explain the relationships between partnering organizations in your chart.
- Describe the structure and process that includes clear, ongoing communication and linkage with all stakeholders. (**Partners***, community members, businesses, parents, youth, staff, school, etc.) For applications that include high school, please attach the School Board policy for ELO. If an ELO policy has not yet been adopted, please provide a description of the timeline and process for implementation.
- Describe the plan to disseminate information about your program to the community in an ongoing manner that is understandable and accessible. If materials need to be translated describe how this will be accomplished.
- If applicable, describe how qualified senior citizen volunteers will be used to support proposed activities
- §76.652 Consultation with representatives of private school students. An applicant for a subgrant shall consult with appropriate representatives of students enrolled in private schools during all phases of the development and design of the project covered by the application, including consideration of:

  (1) Which children will receive benefits under the project;
  (2) How the children's needs will be identified;
  (3) What benefits will be provided;
  (4) How the benefits will be provided; and
  (5) How the project will be evaluated.

  The applicant shall give the appropriate representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section. Attach a detailed response to each of the above areas for each of the interested private schools. Include documentation of all communication (a form letter announcing a meeting is not sufficient). You may also attach the District's consolidated application if it indicates that the private schools are not interested in participating. If there are no private schools in your school district please state this.
- Describe how the community was provided with notice of intent to submit an application.

e. Project Evaluation: 15 points

Submit an evaluation plan linked to need, program goals and activities that will shape the development of the project from the beginning of the grant period.

- Complete the Goals, Outcomes and Evaluation Template in Appendix F to include a list of what types of data that will be collected and when. Identify who will be responsible for data compilation and analysis.
- Describe how the evaluation information will be used to provide feedback to project staff and stakeholders, and to inform future project direction. Connect this process to the data identified in the Goals, Outcomes and Evaluation template.
- Describe the system that will be developed to ensure that pertinent student data, including academic records, is shared between the school district and agencies providing services

---

* Items highlighted in bold are described in the definitions section of this document.

while adhering to the Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA) regulations:
http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
http://www.ed.gov/policy/gen/guid/fpco/ppra/index.html

- New Applicants - If available, include a summary of any evaluation studies, reports or research from your program or **partners*** that may document evidence of previous success, promise of success and effectiveness of the proposed activities/services.

OR

- Current Grantees - Include a summary of evaluation studies, reports or research from your program. Attach this documentation. Describe how this information was used to inform program development.

f. Budget/Budget Narrative: 15 points

Successful applicants will make sure that their budget will adequately cover program expenses including transportation. The requested amount should be appropriate and reasonable for the size and scope of the project. Grant funds cannot be used to purchase facilities, support new construction, or fund endowments.

Funds allocated under this program may be used only to supplement, not supplant, funds that local educational agencies, schools, and community-based organizations would otherwise expend for afterschool programs. The applicant must include strategies to access resources that will support, strengthen, institutionalize and/or sustain the 21st CCLC over the grant period and beyond.

- Attach a detailed budget spreadsheet (a template is provided in Appendix D) that itemizes how the grant funds will be used and includes **Cost per participant***. Document funds from other sources, including other revenues and in-kind donations, if applicable. For sites applying for refunding, please include the resources that will be used to address the 35 percent gap in your budget as outlined in your sustainability plan. Cite the purpose by line item for each of the expenditures including the formula. Please include the following:
    - Administrators, Program Staff and Consultants:
      Name each position and provide the formula for rate of pay and the duration of services.
    - FICA, Retirement, and Workers' Compensation
    - Benefits
    - Subcontracts:
      Reflect your Memorandum of Understanding (MOU) accurately.
      Required: Provide a separate budget spreadsheet for each partner contract exceeding $5,000.
    - Professional Development:
      Include training throughout the year referencing your professional development plan. Include mileage for quarterly meetings and other technical assistance opportunities throughout the year.
      Required: Include expenses for participants to attend one annual state conference using the formula below:
        One (1) site proposal – Three (3) participants at $1,000 per person = $3,000.
        For additional sites, add one person per site at $1,000 per person.
      Additionally, it is strongly recommended that one national and/or regional conference is attended over the life of the grant.
    - Supplies:
      Include nutritious snacks in this category. This may be offset by USDA reimbursement dollars. Formula: Number of youth per day x cost x number of days.
    - Evaluation:
      Required: Include $500 per site for a web-based data collection system as defined by the State. (*Cost per site may vary in subsequent years.)*
    - Transportation:
      State daily transportation mileage x cost per mile x number of days. Include field trip mileage.
    - Equipment - Under $5,000 per item and non-construction.

* Items highlighted in bold are described in the definitions section of this document.

- Indirect Cost:
  As per your New Hampshire Department of Education contracted amount. Lead CBOs may inquire on how to assess this.

- Provide a detailed budget narrative describing for each budget spreadsheet included. Describe the purpose of each expenditure and include formulas.
- Provide evidence that there is a commitment of adequate resources for all participants that includes a variety of needs.
- Provide evidence that there is a commitment of adequate resources for transportation.
- Applicants may establish a sliding fee scale that takes into account the relative poverty of the students and families targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration, and management.
- Identify federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources (e.g., Juvenile Justice Funds, Title I, Incentive Funds, etc.).

- New Applicants - Identify resources, other than the proposed grant funds, that will contribute to the success and/or sustainability of the 21st CCLC, e.g. funds from private grants, school department, corporate sponsors, municipal grants, federal grants, local businesses, program income, etc. Include a five-year timeline that describes the process that your program will engage in, or has already engaged in, to create a Sustainability Plan.

OR

- Current Grantees –Identify the amount of the 35 percent gap in funding. Describe the resources that currently support this gap and future resources that will contribute to the success and/or sustainability of the project, e.g. funds from private grants, school department, corporate sponsors, municipal grants, federal grants, local businesses, program income, etc. Include your five-year Sustainability Plan.

Complete Application Package
5 Points: • Application Cover Page is included with appropriate signatures. • 21st CCLC Program Assurances are included with the appropriate signature. • The Application Checklist is included. • A one-page Abstract is included. • Table of Contents is included. • The proposal is bound per directions in Section VII. • Narrative and attachments follow formatting and page limits as outlined in the RFP. • Appendices are tabbed and labeled.
Competitive Priority Points
5 Priority Points: • 5 points – The application includes a Title I Priority or Focus school. A current list of these schools can be found at: (http://education.nh.gov/instruction/priority-focus/index.htm).

VIII. Attachment Guidelines

Attachments must be referenced in the narrative and separated by labeled, index-tabbed pages. A complete application will include the following attachments:

- Budget spreadsheet
- Budgets for partner contracts exceeding $5,000, if applicable
- Goals, Outcomes and Evaluation
- School Board Policy for High School Extended Learning Opportunities, if applicable
- One Year Timeline
- Schedule of Operations
- Job Descriptions and Credentials for Key Staff
- Letter of Support from Principal(s)
- Memorandums of Understanding between Youth-Serving Organizations, Local Education Agencies, and/or State Agencies
- Advisory Board Members, Roles and Responsibilities
- Organizational Chart
- Documentation of Private School Communication, if applicable
- Summary of Evaluation Studies for Current Program, if applicable

Note: Up to an additional ten (10) single-sided pages of supporting documents referenced and separately index-tabbed may be included, if necessary.

IX. Reports and Professional Development Participation Requirements

Each year, grantees are required to submit performance reports that describe project activities, accomplishments, and outcomes. The purpose of these reports are to: (1) demonstrate that substantial progress has been made toward meeting project objectives as outlined in the grant application, and (2) collect data that addresses the performance indicators for the program. More details about performance reports and data collection will be provided at the first technical assistance workshop.

Once approved as a finalist for funding, an applicant must commit to the following:

- Participate in evaluation studies conducted by the New Hampshire State Department of Education.
- Send a representative to **Technical Assistance Workshops**[*] and Grantee Meetings.
- Send a representative team, always including the program director, to one state conference as scheduled by the New Hampshire State Department of Education.
- Participate in a formal continuous improvement process during the course of your grant award.
- Keep accurate and timely records on a state approved web-based data collection system.

Additionally, it is strongly recommended that one national and/or regional conference is attended over the life of the grant.

[*] Items highlighted in bold are described in the definitions section of this document

X. Management of the Program

Based on the Education Department Grants Administrative Regulations (EDGAR), the grantee assumes management responsibility for the 21st CCLC grant. The grantee also assumes direct responsibility for the selection of sub-grantees or vendors and will be directly responsible for monitoring the expenditure and payment of funds.

XI. Grant Award Decisions and Disposition of Proposals

Any information submitted as part of a bid in response to this request for proposal (RFP) (or request for bid (RFB) or request for information (RFI) may be subject to public disclosure under RSA 91-A. In addition, in accordance with RSA 9-F:1, any contract entered into as a result of this RFP (RFI, or RFB) will be made accessible to the public online via the website Transparent NH (http://www.nh.gov/transparentnh/). Accordingly, business financial information and proprietary information such as trade secrets, business and financials models and forecasts, and proprietary formulas may be exempt from public disclosure under RSA 91-A:5, IV. If you believe any information being submitted in response to a request for proposal, bid or information should be kept confidential as financial or proprietary information, you must specifically identify that information in a letter to the agency.

The Department reserves the right to award in part; reject any and all proposals in whole or in part; and to waive technical defects, irregularities or omissions if, in the Department's judgment, the best interest of the State would be served. After receiving the grant application, the Department reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded as part of the evaluation process to meet federal requirements or State Board of Education priorities. In addition, the Department reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards.

All awards are subject to availability of federal funds. Grants are not final until the award letter is executed.

A bidder/vendor questioning the agency's identification of the selected vendor may request that the state agency review its selection process. The request shall be in writing and be submitted to the respective agency within 5 business days of the posting of the bid results, rank or score.

The issuing agency has 5 business days to review the request for review and issue a written response either affirming its initial selection of a vendor or cancelling the RFP. No hearing shall be held as part of the review. The outcome of the agency's review is not subject to appeal.

The head of the agency may waive the requirements listed above in the event of an emergency or to prevent a loss of funds subject to recapture. State agencies are required to adopt rules subject to RSA 541-A relative to circumstances constituting an emergency or loss of funding.

Applicants will be notified in writing of the acceptance or rejection of their proposals. If a proposal is selected for funding, the Bureau of Integrated Programs will initiate a grant award. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. If a CBO or FBO applies as the lead fiscal agent and is recommended for funding, additional information (listed below) will be requested for submission to Governor and Council for final approval. CBO and FBO awards are pending this approval.

Governor and Council Items:

1. Budget
2. Mission statement of the organization
3. List of Board of Directors
4. List of key personnel
5. Resumes of key personnel
6. Recent financial statement
7. Certificate of Insurance
8. Certificate of Good Standing
9. Certificate of Authority/Vote

All proposals submitted will be retained by the New Hampshire State Department of Education and will become part of the public domain. After submission, the applicant will provide the proposal for public availability.

XII. 2016 Timeline of Activities

Month, Year	**Task**
December 2015	Superintendents, Title I Managers, Community and Faith Based Organization Directors notified of Bidders Conference and Competition Timeline
December 30, 2015	RSVP for Bidders Conference to: Marie Blanchard at Marielana.Blanchard@doe.nh.gov
January 5, 2016 **Snow Date:** **January 7, 2016**	Bidders Conference: NH Department of Education 101 Pleasant Street Londergan Hall- Room 15 Concord, NH 9:30-11:30 AM - New Applicants (all are welcome) 1:00-2:30 PM Current Grantees Reapplying (all are welcome) 2016 RFP Posted on NH Department of Education Website
January 25, 2016	Submit "Intent to Apply" via: https://www.surveymonkey.com/r/21c2016IntentToApply
March 7, 2016	Application Deadline
March-April 2016	Peer Review of Applications
May 6, 2016	21st CCLC Grant Award Notification
July 1, 2016	Awards Commence

XIII. Bidders Conference

Attending the Bidders Conference is strongly recommended.

Tuesday, January 5, 2016
Snow Date: Tuesday, January 7, 2016
9:30 AM-11:30 AM - New Grantees Applying
1:00 PM-2:30 PM - Current Grantees Reapplying
NH Department of Education
101 Pleasant Street
Londergan Hall, Room 15
Concord, NH 03301

XIV. Definitions

Co-applicant is an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by material involvement during the post-award program delivery of grant related services. Although the support may come in monetary form, in order to be considered a co-applicant, the organization must play an ongoing continuous role throughout the grant period, without which the applicant would not pursue the award of a 21st CCLC grant. If also a subcontractor, the co-applicant should be clearly contributing a greater amount to the grant than it may receive from grant funds.

Cost per Participant is calculated by dividing the total budget by the total number of youth to be served per day/per year. (See Budget Spreadsheet in Appendix D.)

Family Literacy is defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

(A) Interactive literacy activities between parents and their children.
(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
(C) Parent literacy training that leads to economic self-sufficiency.
(D) An age-appropriate education to prepare children for success in school and life experiences.

--*Elementary and Secondary Education Act, 9 USC §9101 (20)*

Goals are broad, measurable statements that represent the long-term impact of the program (increase academic achievement among participating youth).

Short-term outcomes are performance benchmarks for indicators that support progress towards your goal. They are typically associated with strategies or methodology being employed to achieve your intended outcome and are usually attainable/observable within a year (i.e., homework completion rates of participating youth will increase by 15 percent; 85 percent of regular participants will have less than five (5) school day absences during the program year).

Subcontractor is an entity that provides varying levels of grant related support on a contract or fee-for-services basis. While fee-for-services components may comprise both the co-applicant and partner relationships, a subcontractor relationship does not require any in-kind contribution.

Long-term outcomes are measures of goal attainment and are usually assessed after one year. They include outcomes observable in school, home, and community as well as in the program.

Partner is a non-applicant/co-applicant entity that provides varying levels of support and/or enhancement to the grant related programming. The support may come in multiple forms comprising financial contribution, in-kind contribution, volunteer participation, or provision of program components directly connected to the fulfillment of the partner organization's mission. Both the co-applicant and partner relationships should include material in-kind contribution to the program, and these contributions should be clearly demonstrated in the content of the application.

Program elements are the strategies and activities that support attainment of outcomes reflecting progress toward the goal.

Regular Attendees are youth who participate in programming for 30 or more days in a single program year.

Scientifically-Based Research

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that —

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

--*Elementary and Secondary Education Act, 9 USC §9101 (37)*

Technical Assistance Workshops are training opportunities that provide information, advice, or targeted assistance pertaining to particular need areas.

Youth Voice is the active engagement, representation, and participation of youth in the decision making process.

Appendix A: Grant Cover Page

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

21ST CENTURY COMMUNITY LEARNING CENTER GRANT

Please indicate whether you are (check all that apply):

New Applicant ☐ **Current Grantee (Reapplying)** ☐ **Current Grantee Adding Site(s)** ☐

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees			Funds Requested
			Per Day	Per Year	Regular*	
Total:						

District Co-Applicant* ***(required)*****:** _____

Community/Faith Based Co-Applicant(s)* ***(required)*****:** _____

Fiscal Agent: _____ **DUNS #:** _____

Grant Contact Person: _____

Address: _____

Town, State & Zip Code: _____

Telephone: _____

Email Address: _____

Superintendent's Email Address: _____

The undersigned authorized executive officer submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following ***signatures are required.***

Superintendent's Signature: _____ **Date**_____

Name (typed): _____

Principal(s) Signature(s):_____ **Date**_____

Name (typed): _____

Chief Executive Officer(s) Signature(s):_____ **Date**_____

Name (typed): _____

* Items referenced are described in the definitions section of this document

APPENDIX B: Program Assurances

Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

21st Century Community Learning Center Assurances

School District Served: _____

Fiscal Agent DUNS #: _____

1. The program was developed and will be carried out in active collaboration between the identified community partner(s) and the schools the students attend, including private schools.

2. The program will primarily target students and their families who attend high poverty schools demonstrating 30 percent or more free and reduced lunch eligibility, or if it is a middle or high school then the feeder schools are primarily eligible.

3. The funds 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 program and in no case supplant Federal, State, local or non-Federal funds.

4. The community was given notice of intent to submit an application and the application and any waiver request was available for public review after submission of the application.

5. The program will:

   - Take place in a safe and easily accessible facility
   - Submit timely performance reports that describe project activities, accomplishments and outcomes;
   - Keep accurate and timely records on a state approved web-based data collection system
   - Participate in evaluation studies conducted by the New Hampshire State Department of Education
   - Ensure that Program Directors attend required meetings as designated by the New Hampshire State Department of Education
   - Send a representative team, always including the program director, to one state conference as scheduled by the New Hampshire State Department of Education.

_____ _____

Authorizing Name and Signature Date
(Fiscal Agent with Signature on File at NHDOE)

APPENDIX C: Application Checklist: To be submitted with application.

Applicant Name: _____

The following sections must be attached to this checklist to be deemed a "Completed Application Package:" (Please check each box as you attach the required document.)

- ☐ Application Cover Page
- ☐ 21st CCLC Program Assurances
- ☐ Application Checklist
- ☐ Application Abstract
- ☐ Table of Contents

Narrative Includes:

- ☐ a. Need for Project
- ☐ b. Program Design
- ☐ c. Adequacy of Resources
- ☐ d. Program Management Plan
- ☐ e. Project Evaluation
- ☐ f. Budget Narrative

Attachments Include:

- ☐ Budget Spreadsheet
- ☐ Budgets for partner contracts exceeding $5,000, if applicable
- ☐ Goals, Outcomes and Evaluation
- ☐ School Board Policy for High School Extended Learning Opportunities, if applicable
- ☐ One Year Timeline
- ☐ Schedule of Operations Form
- ☐ Job Descriptions and Credentials for Key Staff
- ☐ Letter of Support from Principal(s)
- ☐ Memorandums of Understanding
- ☐ Advisory Board Members Roles and Responsibilities
- ☐ Organizational Chart
- ☐ Documentation of Private School Communication, if applicable
- ☐ Evaluation Studies of Current Program, if applicable

APPENDIX D: 2016 Proposed Budget Template

If re-applicant, indicate original award: _____

Expense	Description	Proposed 21CCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Staff Salaries (Subtotal)		$ -	$ -	$ -	$ -	$ -
Program Director						
Site Director						
Other						
Payroll Taxes & Benefits (Subtotal)		$ -	$ -	$ -	$ -	$ -
FICA						
Retirement						
Workers Comp						
Insert other benefits						
Subcontracts (Subtotal)		$ -	$ -	$ -	$ -	$ -
Insert Contracts						
Professional Development (Subtotal)		$ -	$ -	$ -	$ -	$ -
Required Conferences						
Insert Development						
Supplies (Subtotal)		$ -	$ -	$ -	$ -	$ -
Snacks/Food						
Insert Supplies						
Evaluation (Subtotal)		$ -	$ -	$ -	$ -	$ -
State Web-Based Data Collection						
Insert Evaluation						
Transportation (Subtotal)		$ -	$ -	$ -	$ -	$ -
Insert Transportation						
Equipment (Subtotal)		$ -	$ -	$ -	$ -	$ -
Insert Equipment						
Indirect Cost						$ -
Insert Other Expenses						$ -
Total		$ -	$ -	$ -	$ -	$ -
			Total # of Youth Per Day			
			Total # of Youth Per Year			

APPENDIX E: Schedule of Operations

SCHOOL(S) SERVED: _____

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites. *Guidelines: a minimum of 15 hours per week at five days per week during the school year and four weeks of full day summer programming. At a minimum during the school year, a homework club block staffed by at least one certified teacher and a variety of daily enrichment choices that youth have signed up for in sustained blocks of time (for example 6-8 week sessions), facilitated by skilled staff and community members, based on youth interest, and linked to the school day.*

SCHOOL YEAR:

Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

SUMMER:

Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

APPENDIX F: Goals, Outcomes and Evaluation Template and Guidance

Element:		**Consider:**
Goal:		* What is the program trying to accomplish?
Contextual Factors • • •	Program Elements • • •	* Contextual Factors – What family or community factors might be affecting the attainment of this goal? Are there attitudes or beliefs held by youth or their peers that are influencing the attainment of this goal? * Program Elements - What are the strategies and activities used to achieve this goal? e.g., program processes and content.
Short Term Outcome(s):		* What positive results can be expected within one year? * Consider performance measures related to effort and/or effect.
Long Term Outcome(s):		* What positive results can be expected after one year? * Consider performance measures related to effort and/or effect.
Data Source(s), When Collected, & By Whom:		* What data is readily accessible and can be used to demonstrate progress towards identified outcomes? * Who will be responsible for collecting and analyzing data and how often?

Definitions:

Goals are broad, measurable statements that represent the long-term impact of the program.

Program elements are the strategies and activities that support attainment of outcomes reflecting progress toward the goal.

Short-term outcomes are performance benchmarks for indicators that support progress towards your goal. They are typically associated with strategies or methodology being employed to achieve your intended outcome and are usually attainable/observable within a year (i.e., homework completion rates of participating youth will increase by 15 percent; 85 percent of regular participants will have less than five (5) school day absences during the program year).

Long-term outcomes are measures of goal attainment and are usually assessed after one year. They include outcomes observable in school, home, and community as well as in the program.

Performance measures assess a program's progress on the implementation of strategies and activities. Performance measures should, in part, be selected because they will *yield useful information for program improvement* as well as to fulfill accountability requirements. A litmus test for a good evaluation, and consequently the list of performance measures selected, is to ask the question, "Will the information collected be useful to the program and its stakeholders?" The answer should be a resounding "yes." There are generally two types of performance measures:

- ***Measures of effort –*** Also commonly known as outputs, these are measures of the products and services generated by program strategies and activities. Ask yourself: What does my program generate (e.g., publications, training materials), what levels of activity do we produce (e.g., the number of children served or products developed), and what will measure the quality of our services (e.g., parent and child satisfaction rates)? Measures of effort assess how much you did, but do little in terms of explaining how well you did it or how well your program ultimately worked for the target population with whom you are working. These are the easiest of all the evaluation measures to identify and track (e.g., number of children served in the afterschool program and participant demographics, number of classes/sessions/trainings held, etc.).

- ***Measures of effect –*** These are changes in knowledge, skills, attitudes, or behaviors in your target population. Ask yourself: How will I know that the children or families I work with in my afterschool program are better off? What changes do I expect to result from the strategies and activities my program provides? Remember that measures of effect reflect changes that your program acting alone expects to produce (e.g., increased social competence, higher self-esteem and confidence, improved study habits).

APPENDIX G: Sample Memorandum of Understanding

Directions: A Memorandum of Understanding (MOU) can help set expectations for your community partners and your program. The following sample memorandum can be adapted to help you outline who will be responsible for what activities. It is particularly helpful to avoid misunderstandings and to ensure continuity if there is turnover in either organization. Make sure that the signers are people with authority to commit the time and/or resources of each entity. Complete an MOU for each partnering organization.

_____ (agency/organization) will partner with the

_____ (names of schools) participating in the

_____ (program name) and commits to do the following with:

Areas to Consider **(This list is not meant to be comprehensive nor are organizations meant to respond to them all; rather respond as appropriate to your partnership.)**

1. Personnel
   - Will staff time be devoted to this project?
   - Who will pay for staff time?
   - Number of hours per week?
   - Description of what they will do during their time on the project
   - Who will train and supervise them?

2. Volunteers
   - Number of volunteers
   - How many hours per week?
   - Who will train and supervise them?

3. Supplies
   - List supplies (as you know them)

4. Space
   - Will space be made available?
   - Where, when, and how often?
   - Will custodial services be included?

5. Transportation
   - Where and when will it be provided?
   - What vehicles will be used to transport?

6. Programming
   - What will be offered?
   - Where will it be offered?
   - Will there be a fee?
   - How will families be notified of the offered programs?
   - Who will schedule, facilitate, and supervise the programs?

7. Funding

What funding will the partner receive from the grant? What funding will they contribute to the project?

Will the partnering CBO/School include you in future grants they are writing?

8. Advisory Board Representation

Who will serve on the board?

Will they commit to attend all meetings?

9. Other commitments such as:

Advertising

Community Relations

_____ (agency/organization) **will/will not** receive
(circle one)

funding for these activities in the amount of $_____. (Contracts over $5,000 need a separate budget breakout and narrative.)

_____ (agency/organization) **will/will not**
(circle one)

provide funding for these activities in the amount of $_____.

_____ (agency/organization) sees its role as assisting _____ (program name) in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, _____ (program name) will be flexible in accommodating the concerns of _____ (agency/organization).

Signed this _____ day of _____, 20_____.

_____ _____

Agency/Organization Representative Principal's Signature

APPENDIX H: Application/Scoring Review Rating Form

Reader_____

Applicant District_____

Applicant Agency_____

I certify that I do not have a conflict of interest in reading this proposal: _____

Reader Instructions: Give the proposal a score that best describes its attributes in each category. Give the proposal a subtotal as indicated at the end of each section. Total all the subsections in the final scoring chart below.

Total Score of this proposal is _____ Maximum points: 105

TOTAL SCORING CHART

CATEGORY	*POINTS*
Complete Application (5)	
Priority Points (5)	
a. Need for Project (10)	
b. Quality of Program Design (25)	
c. Adequacy of Resources (15)	
d. Quality of Management Plan (15)	
e. Quality of Program Evaluation (15)	
f. Budget/Budget Narrative (15)	
TOTAL (105)	

COMPLETE APPLICATION (max. 5 points)	**YES**	**NO**
Application Cover Page is included with appropriate signatures.	☐	☐
21st CCLC Program Assurances are included with the appropriate signature.	☐	☐
The Application Checklist is included	☐	☐
A one page Abstract is included.	☐	☐
Table of Contents is included.	☐	☐
The proposal is bound per directions in RFP.	☐	☐
Narrative and attachments follow formatting and page limits as outlined in the RFP.	☐	☐
Appendices are tabbed and labeled.	☐	☐
Scoring: All elements complete—5pts. For each missing element, deduct one point.	**Total Possible: 5 pts.**	**Total No's: _____**
Points Calculation	**5 points - _____ = _____** (Total No's; Final Score) *Cannot be less than zero*	

TOTAL SCORE (maximum 5 points): _____

	No	**Yes**
PRIORITY POINTS (max. 5 points)		
Title I Priority or Focus school is included in the application.	0	5

TOTAL SCORE (maximum 5 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
a. NEED FOR PROJECT (max. 10 points)				
Cites community factors that place target population at risk of educational failure.	0	1	2	3
New Applicants - The results of an assessment of objective data regarding the need for before and afterschool programs are provided. Detailed results are included. **OR** Current Grantees - The results of objective data regarding current usage, gaps in usage, and barriers to usage is provided. Detailed results are included.	1	2	3	4
New Applicants - A description of other afterschool programs currently serving the target population and provides why their services are insufficient to meet identified needs. **OR** Current Grantees - A description of other afterschool programs serving the target population and the communication link is provided. A description of how they will meet unmet needs and address barriers using data from community survey is included.	0	1	2	3
SUBTOTAL (max. 10 points)				

TOTAL SCORE a (maximum 10 points)_____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
b. QUALITY OF PROGRAM DESIGN **(max. 25 points)**				
The three attached **goals***, **program elements***, and **outcomes*** are clearly specified, **measurable**, and address the needs of the target population.	1	2	3	4
Describes program activities, how they link to identified needs in Need for Project section, academic achievement, and youth development. Scientifically-Based Research (**SBR*)** is utilized in decision making. *HS application refer to NH's HS Redesign ELO guidelines and link to activities. The menu offered includes credit bearing ELOs and non-credit programming.*	0	1	2	3
Describes how the program will link to the school day, including homework.	0	1	2	3
A schedule for each proposed site is included and includes the minimum days and hours of operation, academic support and enrichment choices.	0	1	2	3
Describes how youth voice will inform the continued development of the program.	0	1	2	3
Describes Family Literacy programs based on SBR and how often they will be offered.	0	1	1	2
Describes how parent feedback will inform the continued development of the program. If needed, there is a plan for communicating with families with limited English skills.	0	1	1	2
Describes how the program will create a welcoming environment for families.	0	1	1	2
New Applicants - Describes how the program will attract youth and their families and maintain enrollment over time **OR** Current Grantees - Includes the numbers of youth and families that were served for each year of the original five-year grant. Explains fluctuations in the numbers. Describes strategies to increase enrollment and/or retain enrollment.	0	1	2	3
SUBTOTAL **(max. 25 points)**				

TOTAL SCORE b (maximum 25 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
c. ADEQUACY OF RESOURCES (max. 15 points)				
Describes staffing for proposed programs and student-to-staff ratios based on guidance in RFP. *High School applications include who will coordinate credit bearing ELOs and non-credit programming and describes how it will be done.*	0	1	1	2
Attached job descriptions and credentials describe staff roles and requirements. Program director role is included.	0	1	2	3
Includes a letter of support from the principal(s) in the appendix.	0	1	1	2
MOUs are included and clearly specify the role and capacity of each organization named in the proposal. Each school's MOU is signed by the principal.	1	2	3	4
Describes how students will travel safely to and from the program and get home for school-based and/or off-site programs.	0	---	1	----
Describes the types of professional development that will be offered, how often and to whom.	0	1	2	3
SUBTOTAL (max. 15 points)				

TOTAL SCORE c (maximum 15 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
d. QUALITY OF MANAGEMENT (max. 15 points)				
Attached timeline includes program implementation, continued planning, youth voice, parent input, family literacy, professional development and evaluation.	1	2	3	4
Attached is the list of advisory board members and their affiliation. Describes the role and responsibility of this board.	0	1	1	2
Attached organizational chart clearly illustrates the relationships and includes partnering organizations. Relationships are described.	0	1	1	2
Describes the structure and process that includes clear ongoing communication and linkage with all stakeholders. *School Board policy for High School ELOs is attached. If not, the timeline and process for completion is described.*	0	1	1	2
The plan to disseminate information to the community is understandable and accessible. If materials need to be translated this is addressed.	0	1	1	2
Describes how senior citizens will be used to support activities, if applicable.	0	---	1	----
Documentation indicates that private school administrators were consulted during all phases of the development and design of the project covered by the application. All areas are clearly addressed.	0	-----	1	------
Describes how the community was provided with a notice of intent to submit an application.	0	-----	1	-----
SUBTOTAL (max. 15 points)				

TOTAL SCORE d (maximum 15 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
e. QUALITY OF PROGRAM EVALUATION (max. 15 points)				
Attached Goals, Outcomes and Evaluation template lists what types of data will be collected and when, and which objectives, outcomes, and needs they addressed. The party(ies) responsible for data compilation and analysis is identified.	1	3	4	6
Describes how the evaluation information will be used to provide feedback to stakeholders and staff and inform project direction. It is connected to the data collected in the Goals, Outcomes and Evaluation template.	0	1	2	3
Describes the system that will be developed to ensure that pertinent student data, including academic records, are shared between the school district and agencies providing services.	0	1	1	2
New Applicants - A brief summary of any evaluation studies, reports or research from program or partners that document evidence of previous success or promise of success are included. **OR** Current Grantees - Includes a summary of evaluation studies, reports or research from your program. Indicates how data was used to inform program development. Studies and evaluations are attached to proposal.	1	2	3	4
SUBTOTAL (max. 15 points)				

TOTAL SCORE e (maximum 15 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
f. QUALITY OF BUDGET/ BUDGET NARRATIVE (max. 15 points)				
Attached budget spreadsheet(s) is detailed and includes required items. CGR's include the resources that have been used to meet the 35% gap in funding. **Cost per participant*** is indicated.	1	2	3	4
Budget narrative is detailed and includes all items in the budget.	1	2	3	4
Provides evidence that there is a commitment of adequate resources for all attendees.	0	1	1	1
Provides evidence that there is a commitment of adequate resources for transportation.	0	1	1	1
Describes the fee structure, if applicable.	0	1	1	2
New Applicants – Identifies resources that will contribute to the success/sustainability of the project. Includes a five-year timeline that describes the process that the program will engage in to create a Sustainability Plan. **OR** Current Grantees – Identifies the amount of the 35% gap in funding, how it has been addressed and future resources. A five-year Sustainability Plan is included.	0	1	2	3
SUBTOTAL (max. 15 points)				

TOTAL SCORE f (maximum 15 points) _____

* Items highlighted in bold are described in the definitions section of this document.