

MAILING INSTRUCTIONS: The original, four (4) copies, and an electronic copy (CD or USB drive) in PDF format of this application must be RECEIVED at the STATE address indicated by **February 24, 2014, no later than 5:00 p.m.**

MICHIGAN DEPARTMENT OF EDUCATION

January 14, 2014

GRANT ANNOUNCEMENT

2014-2015 21st CENTURY COMMUNITY LEARNING CENTERS GRANTS

NATURE OF ACTION REQUESTED: Voluntary

The Michigan Department of Education is pleased to announce the 2014-2015 21st Century Community Learning Centers Grants. The grants are supported through the federal *No Child Left Behind Act of 2001*. The 21st Century Community Learning Centers Grants will provide approximately \$18 million for new grants with federal fiscal year 2014 funds. Michigan has determined the appropriate length of this grant award to be a full, five-year period. Applicants are required to submit a budget for July 1, 2014 – June 30, 2015. Programs may begin as early as July 1, 2014 and must begin operation no later than October 1, 2014. Continuation of funding will be available contingent on successful implementation of the projects for four additional years, if federal funds are available. Criteria for the 21st Century Community Learning Centers Grants were approved by the State Board of Education at its meeting on December 7, 2010. The funds will be awarded through a competitive process to local and intermediate school districts and other public agencies, or private for-profit or non-profit community-based agencies, organizations and programs, including faith-based organizations, to provide comprehensive community learning center services.

The grant application for the 2014-2015 21st Century Community Learning Centers Grants, containing the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov/21stcclc>. Clicking on the title of the grant will allow the user to download the application forms and instructions.

Completed applications must be documented by delivery agent for delivery on or before February 24, 2014, no later than 5:00 p.m. An original application with the MDE Data Form attached, three (3) copies of the application without the MDE Data Form (for a total of four paper copies), and an electronic PDF format copy (CD or USB drive) of the completed application are to be received at the state agency address listed on page 5. Only those applicants meeting all of the conditions outlined will be eligible for consideration. Please assist us by making this information available to other interested parties. Questions concerning the 2014-2015 21st Century Community Learning Centers Grants should be forwarded to the Michigan Office of Great Start/Early Childhood Education and Family Services at (517) 335-6528.

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**MICHIGAN DEPARTMENT OF EDUCATION
OFFICE OF GREAT START
EARLY CHILDHOOD EDUCATION AND FAMILY SERVICES**

**APPLICATION FOR THE
2014-2015 21st CENTURY COMMUNITY LEARNING CENTERS GRANTS**

SECTION 1 – APPLICATION DESCRIPTION

INTRODUCTION

The Michigan Department of Education (MDE) is pleased to announce the 2014-2015 21st Century Community Learning Centers (21st CCLC) Grants. Nationally, it is estimated that 28 million school-age children have working parents, including many who receive no adult supervision during their out-of-school time. Further, too many school-age children are not achieving academic skills necessary to be successful in our competitive future workforce. A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session. The purpose of the 21st CCLC Grants Program is to create community learning centers for those times when school is not in session. Programs must provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Limited programming may also be provided for the families of enrolled students. The 21st CCLC Grants Program began with an appropriation in the United States Department of Education (USED) budget in 1997 of \$1 million with the first programs opening in 1998. Programs were direct federal-to-local funding. Federal fiscal year (FFY) 2014 is the twelfth year of state management of the program as part of the *No Child Left Behind Act of 2001*. In FFY 2014, it is anticipated that Michigan's total allocation is estimated to be \$37 million. Michigan will have approximately \$18 million available for Cohort I grants.

GRANT PURPOSE

The purposes of the 21st CCLC Grants are to:

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

FEDERAL TARGETS

The federal government has specified student outcome and program implementation targets related to these purposes. Student outcomes are for students classified as "regular," meaning a minimum of 30 days of program participation in the program year. A summary for all Michigan grantees is reported annually against the following targets:

Student Outcome Indicator	Federal Target*
Students will demonstrate improved grades in reading and language arts.	48.5 percent of regular students participating in this program will improve their reading and language arts grades.
Students will demonstrate improved grades in mathematics.	48.5 percent of regular students participating in this program will improve their mathematics grades.
Elementary students will demonstrate proficiency in reading and language arts on the Michigan Educational Assessment Program (MEAP) tests.	45 percent of regular elementary school students participating in this program who were not proficient in reading and language arts in the previous year will improve to proficient or above.
Middle school students will demonstrate proficiency in mathematics on the Michigan Educational Assessment Program (MEAP) tests.	25 percent of regular middle school students participating in this program who were not proficient in math in the previous year will improve to proficient or above.
Students will demonstrate improvement in homework completion and class participation during the school day.	77 percent of students participating in this program will demonstrate improvement in homework completion and class participation.
Students will demonstrate improved behavior during the school day.	75 percent of students participating in this program will demonstrate improvement in behavior.
Implementation Indicator	Federal Target*
Out-of-school time centers emphasize programming in at least one core academic subject area.	100 percent of out-of-school time centers emphasize programming in at least one core academic subject area.
Out-of-school time centers offer enrichment and support activities in other areas.	100 percent of out-of-school time centers offer enrichment and support activities in other areas.

* Federal Targets are subject to change based on federal guidelines.

STATE BOARD OF EDUCATION MISSION AND PRIORITIES

The State Board of Education (SBE) has adopted its 2013-2015 Mission and Priorities: "All students graduate ready for careers, college, and community." The 21st CCLC Grant Program supports SBE Priority 1 by, "...support[ing] attainment of robust learning standards, necessary skills, and good outcomes for all students." In addition, the grant provides infrastructure to support the SBE Priority 2 by informing communities and stakeholders regarding the, "...impact [of] policies and legislation that address preK-12 education issues, including but not limited to, educator evaluations, Common Core Standards and Assessments, Next Generation Science Standards, low performing schools, and early learning."

To the extent possible, all grant criteria and grant awards will include priority consideration of the Mission and Priorities. The 21st CCLC Grants will address these by giving priority to applications that propose to service students in the lowest achieving schools. In addition, the grants that address the integration of schools and communities by encouraging collaboration will be given additional priority. Other options for additional priority points will be offered.

TARGET POPULATION TO BE SERVED

Federal criteria require that states make awards only to applicants that will primarily serve students who attend schools with a high concentration of low-income students, giving priority to applicants serving children in the lowest achieving schools. Therefore, applicants must propose services only to schools with 30 percent or more of the students enrolled eligible for free or reduced-price meals. Applications proposing services to schools with fewer students eligible for free or reduced-price meals are disqualified. Beyond this eligibility criterion, priority is given to schools that serve a high percentage of very low income families, or are eligible for Title I school-wide funding, are Priority or Focus schools, and schools that did not meet proficiency targets for mathematics or reading as reported in the 2012-2013 MDE Accountability Score Card. Additional priority is given to joint applications of partnerships involving local education agencies (LEAs) and faith or community-based organizations.

ELIGIBLE APPLICANTS

Federal guidelines state that eligible applicants may be LEAs or faith-or community-based organizations, and other public or private organizations. A community organization is defined as a public or private for-profit or non-profit organization of demonstrated effectiveness that (A) is representative of a community or significant segment of a community; and (B) provides educational or related services to individuals in the community. Any 21st CCLC grantee that states 21st CCLC funding is continuing **may not apply** for duplicate funding for the same project and group of students. An applicant may apply for more than one grant if the services are proposed for different groups of students who attend different schools. Grantees whose previous state funding has expired (Cohorts A, B, C, D, E, and F) may apply to serve the same schools/sites. The State Superintendent reserves the right and may apply additional review factors when making funding decisions (see page 8).

GRANT RANGE AND FUNDING LIMIT

Federal criteria prohibit any grant award of less than \$50,000 per year. MDE will award a maximum of \$135,000 per site to programs offering services a minimum of four days per week at least two and a half hours per day for 38 weeks total, including six weeks during the summer recess. MDE estimates that service to one site for a minimum of 25 students with appropriate staff/student ratios for one full year ranges from \$100,000 to \$150,000. Each application is limited to a maximum of five sites.

LENGTH OF AWARD

Michigan has determined the appropriate length of this grant award to be a full, five-year period. Applicants are required to submit a budget for July 1, 2014 – June 30, 2015. Programs may begin as early as July 1, 2014 and must begin operation no later than October 1, 2014. Continuation of funding will be available contingent on successful implementation of the projects for four additional years, if federal funds are available. Each grant proposal must include a “sustainability plan” to ensure continuation of the project after the period of federal funding.

REJECTION OF APPLICATIONS

MDE reserves the right to reject any and all applications received as a result of this announcement and will do so if the application does not adhere to the eligibility requirements or application preparation instructions.

CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures, **THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED.** The ORIGINAL application with the MDE Data Form attached bearing ORIGINAL signatures (**in blue ink**), three (3) copies of the application without the MDE Data Form (FOR A TOTAL OF FOUR PAPER COPIES), and an electronic PDF format copy (CD or USB drive) of the completed application **must be documented by delivery agent for delivery on or before February 24, 2014, no later than 5:00 p.m.**

Acceptable packaging and mailing procedures:

- **The postmark or other mailing validation must be documented by delivery agent for DELIVERY on or before February 24, 2014.** If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the February 24, 2014** delivery agreement.
- The original grant and all copies (including electronic PDF format copy) should be in the same envelope. The Application Checklist and MDE Data Form on pages 29-30 must be completed and attached to the top of the original application for appropriate check-in by MDE staff.
- When the grant application is received, the checklist on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of the application at MDE. **The applicant is responsible for contacting Stacy Ann Sipes at (517) 241-7577 or sipesS1@michigan.gov by 5 p.m. on February 25, 2014, if the applicant does not receive a faxed copy of the signed check-in form.**
- In case of a late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the competitive grant process.

Applications must be mailed to:

U.S. POSTAL SERVICE

Michigan Department of Education
Office of Great Start
Early Childhood Education and Family Services
Post Office Box 30008
Lansing, Michigan 48909
(517) 241-7577

OVERNIGHT/EXPRESS

Michigan Department of Education
Office of Great Start
Early Childhood Education and Family Services
Hannah Bldg. – 4th Floor, Pillar G-16
608 W. Allegan Street
Lansing, Michigan 48933
(517) 241-7577

No facsimile transmissions or e-mail submissions will be accepted, late applications, or an application submitted, but not in accordance with the application preparation instructions (below), are not accepted and will be discarded without review.

APPLICATION PREPARATION INSTRUCTIONS

Applications should be prepared simply and economically using the forms provided. Applicants must adhere to the page limits stated on each of the forms documents. All application pages must be securely bound with a binder clip. Do not use staples or other types of binding. Supplementary materials, such as commercial publications and videotapes, are not reviewed and will be discarded. **Incomplete applications will not be accepted or reviewed.**

ACKNOWLEDGMENT

All publications, including reports, films, brochures and any project materials developed with funding from this program, must contain the following statement: "These materials were developed under a grant awarded by the Michigan Department of Education."

NONDISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of the Michigan Department of Education, and with appropriate state and local licensing laws and regulations governing child care services for children of the appropriate age group served. See pages 1a – 1d of the Application Forms.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact Michigan Department of Education for assistance.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by Michigan Department of Education which is the sole point of contact in the state for this program. Questions regarding applications should be directed to the Michigan Department of Education, Office of Great Start/Early Childhood Education and Family Services, telephone: (517) 335-6528. You may also e-mail Lorraine Thoreson at thoresonl@michigan.gov, John Taylor at taylorj8@michigan.gov, Pat Hennessey at hennesseyp1@michigan.gov, or Stacy Ann Sipes at sipesS1@michigan.gov.

FUNDING PROCESS

MDE will make the funds for the 21st CCLC Grants available through a competitive process.

PAYMENT SCHEDULE

All grantees are required to request funds, as needed, to reimburse for expenditures incurred by the program. Requests for funds can be made by selecting "Requesting Funds for a Project" in the Cash Management System (CMS) at <https://mdoe.state.mi.us/cms/>. Payment to the grantee is made through the Michigan Department of Education, Office of Financial Management.

FINANCIAL REPORTING

A Final Expenditures Report (FER) will be required within 60 days of the grant ending date each year, showing all bills paid in full for all projects funded under this grant program. It is expected that programs have standard account audits completed prior to the submission of the FER. All financial reports are filed electronically with the Michigan Department of Education using the Cash Management System (CMS) under "Reporting Final Expenditures (DS-4044)." Applicants that receive \$500,000 in total federal funds are subject to the Circular A-133 Single Audit requirements.

CONTINUATION OF FUNDING

This cohort of the Michigan 21st CCLC Grants is for the first 12 months of a five-year cycle of funding for new projects, pending satisfactory performance and continued federal appropriations. Applicants shall describe a multi-year project, but provide a formal budget only for the first 12 months. Projects reporting successful implementation are asked to provide continuation applications and budgets for subsequent years if federal funding continues.

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

Successful grantees are required to participate in performance reporting and monitoring as defined annually by MDE. Currently the following six categories have been established and are required.

1. **Program On-Site Monitoring.** MDE has developed a monitoring system and protocol for the 21st CCLC Grants based on the approved [*Michigan Out-of-School Time Standards of Quality*](#). Each successful applicant should expect to cooperate with a minimum of two visits by MDE consultants during the multi-year period of the grant award.
2. **Fiscal Monitoring.** Fiscal Monitoring will be conducted for all 21st CCLC grantees and will cover the following areas: Staff (Highly Qualified, Background Checks, Time and Effort, Salaries, and Payroll), Policies and Procedures (including internal controls), Cash Management, Payroll Expenditures, Budget, General Expenditures, Purchased Services, and Equipment. It is expected that a one or two day fiscal monitoring visit, depending on the size of the program, will be conducted for each grantee minimally twice during the multi-year period of the grant award.
3. **Michigan Electronic Grants System Plus (MEGS+).** MDE has moved portions of the 21st CCLC Grant process to the Michigan Electronic Grants System Plus (MEGS+). All grantees are required to enter basic program data using this on-line system.
4. **Statewide Evaluation.** Each successful applicant must agree to participate in the statewide evaluation and to submit data as required by the statewide evaluator. MDE has contracted with Michigan State University as the statewide evaluator to:
 - a. Collect and report data required by the federal government through the *No Child Left Behind Act* (refer to the Federal Targets, page 2).

- b. Prepare an Annual Report Form on behalf of MDE for all grantees to use and to summarize those reports annually, incorporating a combination of EZReports web-based tracking data, Annual Report Form data, survey data, school records, and Youth Program Quality Assessment (YPQA) data.
 - c. Provide each grantee with its own submitted data in a standardized agreed-upon format for its own use.
 - d. Participant families must be notified of the data collection requirement at enrollment. Seven hundred dollars (\$700) per year, per site must be budgeted for an annual EZReports software license and high-speed internet access must be available; further information regarding EZReports will be given to grantees upon approval. It is recommended that each site allocate four to five hours per week of personnel time for data entry.
5. **Quality Assessment Training.** MDE has contracted with the Forum for Youth Investment/Center for Youth Program Quality to provide Youth Program Quality Assessment (YPQA) training to grantees. Each site is required to participate in YPQA training and submit data of minimally one YPQA annually to the Forum for Youth Investment/Center for Youth Program Quality. Sites may be required to participate in a program improvement process which includes external YPQA evaluation and quality coaching.
6. **Local Evaluation.** Each grantee is required to hire a local evaluator. The project director or site coordinator may not serve as the local evaluator. MDE recommends that an applicant review the 21st CCLC Local Evaluator Guide at www.michigan.gov/21stcclc. At a minimum, the local evaluator will:
- a. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include:
 - i. program data, such as enrollment, demographic, attendance, and activity information, to be entered into the EZReports web-based tracking system on an on-going basis;
 - ii. surveys from parents, students, teachers, and staff at the end of each school year; and
 - iii. school records data, including student grades, MEAP/Michigan Merit Exam scores, school attendance, and disciplinary actions at the end of each school year.
 - b. Guide the YPQA process.
 - c. Assist the program with initial implementation.
 - d. Use local data and the YPQA to guide a performance improvement process and a sustainability plan.
 - e. Review with program staff the 21st CCLC On-site Monitoring Documentation form.
 - f. Assist with the completion and submission of the Annual Report Form.
 - g. Collect any additional data requested by the local grantee.
 - h. Attend required MDE events, including MDE program on-site monitoring visits.

REVIEW PROCESS

All applications are evaluated using a peer review system. Award selections are based on merit and quality, as determined by points awarded for the Review Criteria section and all relevant information. The enclosed rubrics (Application Information and Instructions and Review Criteria) are used as a rating instrument in the review process. All funding is subject to approval by the State Superintendent. All applicants are notified of the Superintendent's action. Successful applicants are required to attend the 21st CCLC Grantee Orientation meeting on June 23, 2014 at the Crowne Plaza Lansing West.

ADDITIONAL REVIEW FACTORS

In addition to the review criteria the State Superintendent may apply other factors in making funding decisions, such as: (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; (4) evidence that an applicant has demonstrated successful implementation, organizational capacity, and systemic fiscal controls on previous projects; and (5) prioritization based on the State Board of Education Mission and Priorities.

GRANT REVIEWERS

MDE will designate a panel of peer reviewers who have knowledge of out-of-school time programs and strategies to improve the success of at-risk students. The review panel will attend a training session prior to reviewing proposals to enhance reviewer reliability of the final score. Persons involved in the development of a proposal or associated with a district or agency submitting a proposal may not serve as peer reviewers.

APPLICATION REVIEW AND APPROVAL

All applications are reviewed for eligibility requirements by staff of the Michigan Department of Education, Office of Great Start, Early Childhood Education and Family Services, 21st CCLC Program. All applications are then reviewed and rated by a peer reviewer panel. Only those proposals meeting all the identified criteria and not exceeding the total amount of state allocated funds will be recommended for funding to the State Superintendent. All applicants will be notified **in writing** of the action taken by the State Superintendent.

GRIEVANCE/APPEAL PROCESS

The MDE grievance/appeal process is available upon request to the Office of Great Start/Early Childhood Education and Family Services at (517) 373-8483.

An appeal of a MDE decision to not award a subgrant to an applicant under the 21st CCLC program may be filed with the United States Secretary of Education under section 432 of the General Education Provisions Act (GEPA), 20 U.S.C. 1231b-2. However, under section 432(b) of GEPA, an appeal may be taken "only if such appeal is filed with the Secretary within twenty days after the applicant or recipient has been notified by the State educational agency" of its final decision. Any appeal filed with United States Secretary of Education must be copied to the Michigan Department of Education, Office of Great Start/Early Childhood Education and Family Services.

SECTION 2 - REVIEW CRITERIA

All applications are evaluated on the basis of the criteria described. Applications will only be scored based on the information submitted in the required format. The total possible score for the application is one hundred fourteen (114) plus an additional twenty five (25) possible priority points for a total of one hundred thirty nine (139) points maximum score that can be accumulated for this application. The value assigned for each section is indicated. Proposals that do not adhere to funding specifications or *Application Preparation Instructions* (page 5) will be rejected and not reviewed.

APPLICATION COVER PAGE

On the cover sheet, the district/agency/organization submitting the application must be fully identified, as well as the contact person for this program. If the application is a partnership, the fiscal agent should be indicated on the cover sheet as the applicant, and the partner agency as co-applicant. All boxes must be appropriately completed, including signatures (**in blue ink**), addresses, telephone numbers, and e-mail addresses. Include the federal identification number of the applicant organization. A co-applicant must be identified on the cover page to receive priority points where there is a partnership of a LEA and a faith or community-based organization. Indicate the schools to be served, grades, district codes, and building codes on the cover page for MDE priority point verification.

ASSURANCES AND CERTIFICATIONS

The Assurances and Certifications form must be included and affirmed through an original signature **in blue ink**.

PART A. CERTIFICATION FOR PARTICIPATION IN CO-APPLICANT AGREEMENT

The Certification for Participation in Co-Applicant Agreement form (Page 2 of application forms) must be included only if the application is a joint application between a LEA/PSA and a faith-or community-based organization, or a co-application of several eligible agencies or LEAs. The applicant should be the "fiscal agent" and the "partner(s)" should be the collaborating LEA(s)/PSA(s) or agency(ies). All co-applicant partners must be identified on the form(s). All signatures must be **in blue ink** on the original application.

PART B. ACKNOWLEDGMENT OF INTENT TO COLLABORATE

(9 points)

Entities that provide direct services or collaboration as part of the 21st CCLC program must complete the Acknowledgment of Intent to Collaborate form (Page 3 of application forms), which may be duplicated as often as necessary to indicate collaboration from multiple agencies assembled so that it is clear which sector each form represents. In each case, letters of support may be included in place of the narrative space on the form. Assemble the application so that it is clear which sector each form and letter represents.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
<p>The application: does not include letters of support or collaboration forms from community agencies.</p>	<p>The application: includes letters of support or collaboration forms from at least five community agencies representing three or fewer sectors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Education <input type="checkbox"/> Social Services <input type="checkbox"/> Health <input type="checkbox"/> Faith <input type="checkbox"/> Business <input type="checkbox"/> Other _____ 	<p>The application: includes letters of support or collaboration forms from at least five community agencies representing at least five different sectors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Education <input type="checkbox"/> Social Services <input type="checkbox"/> Health <input type="checkbox"/> Faith <input type="checkbox"/> Business <input type="checkbox"/> Other _____ 	<p>The application: includes a letter of support or collaboration form from a community-wide planning group AND includes letters of support or collaboration forms from at least five community agencies representing at least five different sectors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community-wide planning group (required) <input type="checkbox"/> Education <input type="checkbox"/> Social Services <input type="checkbox"/> Health <input type="checkbox"/> Faith <input type="checkbox"/> Business <input type="checkbox"/> Other _____
<p>forms do not mention coordinating groups.</p>	<p>forms identify new children and families coordinating groups that may be duplicative of existing groups in the community.</p>	<p>forms demonstrate some integration with existing children and families coordinating groups.</p>	<p>forms demonstrate full integration with the existing coordinating groups for children and families to be involved in the planning and evaluation of the 21st CCLC program.</p>
<p>forms describe no collaboration with parents or community members.</p>	<p>forms briefly describe a system of cooperation/reporting to parents and community members.</p>	<p>forms describe a plan to involve parents and other community members.</p>	<p>forms describe collaboration with, and involvement of parents, appropriate community members, volunteers, and social services agencies/organizations.</p>

PART C. SCHOOL BUILDING VERIFICATION OF PARTICIPATION

(3 points)

Collaboration with the district and the individual schools whose students will be served is essential. Use the School Building Verification of Participation form (Page 4 of application forms) for each school building whose students will be served. Ensure that district and school building administration (Superintendent/Authorized Official and Principal/Director) have read and agreed to the criteria included on the form. Completion of this form ensures coordination and collaboration of services to the targeted students and their families in addition to granting permission for the release of student records and surveys of students and parents.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application: does not include or has incomplete forms submitted.	The application: N/A	The application: N/A	The application: includes all forms, for all proposed buildings to be served, complete and signed by the superintendent or equivalent and building principal or director.

PART D. PROJECT ABSTRACT

(3 points)

The Project Abstract form (Page 5 of application forms) must briefly explain the need for the project in the community(ies) for the targeted population (Statement of Needs), describe the activities of the project to meet the needs expressed (Description of Project), provide a synopsis of the expected outcomes of the project (Project Outcomes/Evaluation Plan), and highlight key people involved with the project (Qualifications of Key Personnel). These explanations must be confined to the page included in the application. An opportunity to fully describe these items is provided in later sections of the application.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
<p>The application: does not include the project abstract.</p>	<p>The application: is missing sections of the required elements of the project abstract or sections are labeled "see attached."</p>	<p>The application: contains all elements required of the project abstract (statement of need, descriptions of project, project outcomes, and key personnel).</p>	<p>The application: contains all elements required of the project abstract (statement of need, descriptions of project, project outcomes, and key personnel); clearly AND succinctly gives enough information on one page so that it can stand alone for brief public information about the proposal.</p>

PART E. ASSESSMENT OF NEED

(12 points)

The proposal must describe in detail the need for the 21st CCLC program. The Assessment of Need form (Page 6 of application forms) is used to describe the needs of the students in the community for enrichment and academic programming for those at risk of educational failure in low-income communities, and includes an assessment of current services available before and after school, during weekends and summers for students in the community. The form must include a description of the student selection process proposed.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application: does not indicate income or poverty level of the students in the community.	The application: includes limited information on need levels of the students in the community.	The application: includes sufficient information on the income or poverty level of students in the community.	The application: includes sufficient information on the income or poverty level of students in the community AND cites the data sources.
does not indicate achievement levels of students to be served.	includes limited information on achievement levels of students to be served.	includes sufficient information on the achievement levels of students to be served.	includes sufficient information on the achievement levels of students to be served AND cites the data sources.
does not describe the process for determining the need for the 21 st CCLC program in the community.	provides a description of the process for determining the need for the 21 st CCLC program in the community.	provides a description of the process for determining the need for the 21 st CCLC program in the community AND includes an assessment of current services available before and after school, during weekends and summers for students in the community to be served.	provides a description of the process for determining the need for the 21 st CCLC program in the community AND includes an assessment of current services available before and after school, during weekends and summers for students in the community to be served AND cites the data sources.
does not describe the process by which students will be selected for the 21 st CCLC program.	provides a description of the process by which students will be selected for the 21 st CCLC program.	provides a description of the process by which students will be selected AND includes school personnel in the referral of students for the 21 st CCLC program.	provides a description of the process by which students will be selected AND includes school personnel in the referral of students for the 21 st CCLC program AND cites data sources.

PART E2. ASSESSMENT OF NEED - PRIORITY POINTS

(25 points)

Priority points are awarded to applications that meet the priority criteria established in the application to the USED by the Michigan State Board of Education. The [MDE Assessment of Need- Priority Points Data File](#) will be used to assess priority points for all schools to be served.

Priority Description	Required Documentation	Points Possible
High percentage of very low-income families in the schools to be served.	Points are determined by the average percentage of free and reduced-price meals in all of the schools to be served.	90% - 100% = 5 points 80% - 89% = 4 points 70% - 79% = 3 points 60% - 69% = 2 points 50% - 59% = 1 point Below 50% = 0 points
Schools eligible for Title I school-wide funding.	Points are determined by the percentage of schools to be served identified as Title I school-wide as submitted as of December 18, 2013 in MEGS+.	90% - 100% of schools = 5 points 80% - 89% of schools = 4 points 60% - 79% of schools = 3 points 40% - 59% of schools = 2 points 20% - 39% of schools = 1 point No schools = 0 points
Priority or Focus schools: those schools identified with the label "2013 Priority" or "2013 Focus" as determined by the MI School Data reporting to MDE, Division of Accountability Services/Office of Evaluation, Strategic Research and Accountability.	Points are determined by the percentage of schools to be served identified with the label "2013 Priority" or "2013 Focus" as determined by the Fall 2013 MI School Data reporting to MDE, Division of Accountability Services/Office of Evaluation, Strategic Research and Accountability.	90% - 100% of schools = 5 points 80% - 89% of schools = 4 points 60% - 79% of schools = 3 points 40% - 59% of schools = 2 points 20% - 39% of schools = 1 point No schools = 0 points
Schools that did not meet proficiency targets for Mathematics or Reading in 2012-2013 as reported on the 2012-2013 Accountability Score Card in the ALL students subgroup.	Points are determined by the percentage of schools to be served scoring zero* in the ALL students sub group on the 2012-2013 Accountability Score Card in either Mathematics or Reading.	90% - 100% of schools = 5 points 80% - 89% of schools = 4 points 60% - 79% of schools = 3 points 40% - 59% of schools = 2 points 20% - 39% of schools = 1 point No schools = 0 points
Application is a joint application between an LEA and faith or community-based organization.	Applicant and co-applicant are appropriately designated on cover sheet.	Yes = 5 points No = 0 points

*For the purpose of this rubric a school scoring one (1) point or "safe harbor" is treated as meeting the improvement target for that subject. Private schools or schools not including grades in which the MEAP or MME are administered, or the class size is too small to be included (equals "NULL" on the data file) indicate an appropriate measure of proficiency and school performance at the bottom of the MDE Data Form and attach documentation.

PART F. QUALITY OF PROJECT MODEL

(30 points)

The proposal must describe the project model in detail. The Quality of Project Model form (Page 7 of application forms) must include a complete plan that allows readers to understand how the project will operate and how it is designed to address the needs expressed. The form should provide complete information that allows reviewers to make a determination about the thoroughness of the plan.

The following must be addressed:

- the connection between the 21st CCLC program and the curriculum and goals of the school as it relates to the State Board of Education’s Mission and Priorities (see page 3);
- a description of the services to be provided to students and their families, including opportunities for academic enrichment (such as providing personalized instruction to help students, particularly students who attend “Priority” or “Focus” schools, to meet state and local student performance standards in core academic subjects);
- the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population, including plans to include very high-need populations, homeless students, students with limited English-speaking ability, and students with disabilities;
- a description of the formal structures and processes for school day teacher input into the 21st CCLC program to provide individualized assistance for students in academic areas;
- how students and parents will be involved in planning implementation, program evaluation, and decision making in the program;
- a diverse array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, nutrition and health programs, character education, and counseling programs that are aligned with the needs of the particular population to be served;
- a diverse array of art, music, recreation, and technology education programs, that are designed to reinforce and complement the regular academic program of participating students;
- opportunities for literacy and related educational development for students’ families; and
- a plan to provide snacks and supper free to students, according to the United States Department of Agriculture (USDA) national standards.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application: does not describe a connection with the programs of the school(s) whose students will be served.	The application: includes a description of the connection between the 21 st CCLC project and the curriculum and goals of the school(s).	The application: includes a description of the connection between the 21 st CCLC program and the curriculum and goals of the school(s) AND provides a detailed plan for formal communication between the 21 st CCLC project and the school(s).	The application: includes a description of the connection between the 21 st CCLC program and the curriculum and goals of the school(s) AND provides a detailed plan for formal communication between the 21 st CCLC project and the school(s) AND it is clear that the 21 st CCLC program is consistent with the school program and State Board of Education’s Mission and Priorities.

does not describe academic enrichment activities for low-achieving students.	describes opportunities for academic enrichment activities, but they are not geared to low-achieving students.	describes opportunities for academic enrichment activities to be provided for low-achieving students.	describes opportunities for academic enrichment activities to be provided for low-achieving students, including personalized instruction.
does not describe a plan to meet student needs.	describes a broad plan to meet the basic needs of students, but does not address the target population.	describes the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population.	describes the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population, AND includes plans to include very high-need populations, homeless students, students with limited English-speaking ability, and students with disabilities.
does not include plans to connect with school day teachers.	describes opportunities for school day teacher input.	describes opportunities for school day teacher input AND plans to connect with students' school day teachers to provide individualized assistance in academic areas, but connections are only informal in nature.	describes opportunities for school day teacher input AND plans to connect with students' school day teachers to provide individualized assistance in academic areas through formal structures and processes.
does not include options for students to become involved in planning and implementation of the program or activities.	describes how students can become involved in the planning and implementation of activities but not in the larger program.	describes two ways in which students will be encouraged to become involved in the planning and implementation of both the activities and the larger program.	describes how the program will involve students in three or more ways including planning, implementation, program evaluation, and on-going advisory or decision-making roles of both the activities and the larger program.

does not include options for parents to become involved in planning and implementation of the program or activities.	describes how parents can become involved in the planning and implementation of activities but not in the larger program.	describes two ways in which parents will be encouraged to become involved in the planning and implementation of both the activities and the larger program.	describes how the program will involve parents in three or more ways including planning, implementation, program evaluation, and on-going advisory or decision-making roles of both the activities and the larger program.
does not include additional services.	describes additional services including youth development activities, drug and violence prevention programs, character education and counseling programs that do not meet the needs of the population to be served.	describes additional services including youth development activities, drug and violence prevention programs, character education and counseling programs that meet the needs of the population to be served.	describes a diverse array of additional services including youth development activities, drug and violence prevention programs, nutrition and health programs, character education, and counseling programs that meet the needs of the population to be served AND cites data sources.
does not include recreation, sports, art, music, or technology education activities.	describes recreation, sports, art, music, and technology education activities that are age appropriate.	describes recreation, sports, art, music, and technology education activities that are age appropriate AND complements the regular academic program of the students.	describes recreation, sports, art, music, and technology education activities that are age appropriate AND complements the regular academic program of the students AND includes a plan for authentic and meaningful student input in determining program activities.
does not include services for students' families.	includes family involvement services only.	includes literacy AND related educational services that will be provided for families of the enrolled students.	includes literacy AND related education services that will be provided for families of the enrolled students AND family services meet the needs described for the community.
does not include a plan to provide snacks and supper free to students, according to the USDA national standards.	N/A	N/A	includes a plan to provide snacks and supper free to students, according to the USDA national standards.

PART G. FACILITY DESCRIPTION

(6 points)

Applicants must complete the Facility Description form (Page 8 of application forms). The applicant must identify each site that will be used to implement the program. It is unlawful for MDE to forward funds to projects that are not in compliance with state law. Therefore, applicants must demonstrate that they will be able to meet the requirements of the Michigan Department of Human Services (DHS), Bureau of Children and Adult Licensing (BCAL) by the projected beginning date of the project. It is recommended that the licensing process be initiated immediately upon being awarded the grant for facilities not currently licensed or approved by DHS, BCAL to indicate their suitability for the proposed project. Programs that operate at high school sites that are not eligible for licensing must be able to meet the [Michigan Out-of-School Time Standards of Quality](#).

If the site is not the school the students attend during the day, the federal-funding stream requires that the site be at least as available and accessible to the students to be served as if the program were located in the school. Describe plans for transporting or escorting students to any sites in which they do not attend school.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application: does not include information about licensing status.	The application: includes information about some of the proposed sites only.	The application: includes a complete facility description (Part G) chart in detail for each of the proposed sites.	The application: includes a complete facility description (Part G) AND a copy of the current license(s) from DHS, BCAL OR a copy of the site license application for each currently unlicensed site proposed.
includes facilities not as accessible to students and their families as their home school, and does not describe a plan for transporting or escorting students.	N/A	N/A	indicates that all sites are located in the students' home school or includes a plan for transporting or escorting students to any sites in which they do not attend.

PART H. PROGRAM PERSONNEL

(9 points)

The Program Personnel form (Page 9 of the application forms) must describe adequate staff who have appropriate expertise, experience, and training to work with the specified age group(s) in the activities to be provided. There are required staff to student ratios defined in the [Michigan Out-of-School Time Standards of Quality](#). In order to ensure collaboration with the schools, it is expected that each project will have a full-time project director with credentials appropriate to manage the program, and that each site will have a full-time site coordinator when the program is in session.

For the purpose of this grant, a full-time project director is defined as working 30+ hours a week, year round. A full-time site coordinator is defined as working 30+ hours a week for the number of weeks students are in session plus four weeks for recruitment, planning, and professional development. A site-based, school-day staff person is allowable in the position of a site coordinator if working at least 16 program hours per week during out-of-school time. The 21st CCLC funds may not supplant school-day funds for staffing. The site coordinator and project director may be the same person in a one-site proposal. The site coordinator(s) must comply with the [Licensing Rules for Child Care Centers](#) and meet "School-Age Program Director" qualifications.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application: does not include a project director.	The application: includes a project director.	The application: includes a full-time (30+ hours a week, year round) project director.	The application: includes a full-time (30+ hours a week, year round) project director AND describes appropriate credentials to manage the program (i.e., advanced teaching or youth development degree).
does not include site coordinator(s).	includes site coordinator(s).	includes site coordinator(s) who are full-time (30+ hours) or are site-based school day staff who also work at least 16 hours per week in the Out-of-School Time (OST) program.	includes site coordinator(s) who are full-time (30+ hours) or are site-based school day staff who also work at least 16 hours per week in the OST program AND describes the appropriate credentials of existing staff or staff to be hired.
does not describe frontline staff and vendor positions.	describes front-line staff and vendor positions.	describes frontline staff and vendor positions and includes a proposed schedule of services to be delivered.	describes frontline staff and vendor positions and includes a proposed schedule of services to be delivered AND describes degrees, certifications and summary of experience.

PART I. PROFESSIONAL DEVELOPMENT

(6 points)

Professional development activities (Page 10 of the application forms) must also be included. Each 21st CCLC project is expected to participate in at least two local, state, or national training events each year. All staff are required to comply with the [Licensing Rules for Child Care Centers](#). MDE will offer activities in which project staff must participate. Local training should also be described. The plan should detail partner agency and volunteer participation, and the qualifications of all the adults who will work directly with students and their families.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
<p>The application: does not include a plan for staff development activities.</p>	<p>The application: includes professional development activities that meet DHS licensing requirements.</p>	<p>The application: includes professional development activities that meet DHS licensing requirements AND assures participation in at least two local, state, and national professional development activities.</p>	<p>The application: includes professional development activities that meet DHS licensing requirements AND assures participation in at least two local, state, and national professional development activities AND staff development is aligned to meet on-going program improvement plan and the Michigan Core Knowledge and Competencies for Youth Development Professionals.</p>
<p>does not describe partner/vendor/volunteer participation in staff development activities.</p>	<p>describes a plan for partner/vendor/volunteer participation in staff development activities.</p>	<p>N/A</p>	<p>describes partner/vendor/volunteer participation in staff development activities and includes a detailed schedule of integration into the program.</p>

PART J. PROGRAM MANAGEMENT

(6 points)

Time should be set aside for program staff to plan and evaluate curriculum and align individual student needs with school-day staff using the Program Management form (Page 11 of the application forms). Programs should offer an orientation to the 21st CCLC program that includes all staff from different program offerings, including partners/volunteers/parents to meet and coordinate plans prior to the start of the program. Staff should meet regularly to coordinate program offerings for continuous program improvement. A written plan for recruitment, orientation, and retention of staff is developed and implemented.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
<p>The application: does not include a plan for program and management staff to meet.</p>	<p>The application: includes a plan for program and management staff to meet to coordinate the program prior to the start of the program.</p>	<p>The application: includes a plan for program and management staff to meet to coordinate the program prior to the start of the program AND all staff meet regularly.</p>	<p>The application: includes a plan for program and management staff to meet to coordinate the program prior to the start of the program AND all staff meet regularly AND to coordinate all program offerings with school-day staff.</p>
<p>does not include a plan for staff orientation.</p>	<p>includes a plan for staff orientation.</p>	<p>includes a plan for staff/partner/ vendor/ volunteer orientation of at least eight (8) hours that incorporates elements of child and youth development.</p>	<p>includes a plan for staff/partner/ vendor/volunteer orientation of at least eight (8) hours that incorporates elements of child and youth development, AND new staff throughout the year are also provided with a full staff orientation.</p>

PART K. EVALUATION OF PROJECT

(9 points)

The proposal outlines plans for evaluating all components of the project, including staff, environment, curriculum, student outcomes, and parent and student satisfaction on the Evaluation of Project form (Page 12 of the application forms). Each grantee is required to hire a local evaluator. It is recommended that the local evaluator be involved in the development of the application. Each application must assure compliance with the statewide evaluation and with required national data collection. MDE has identified the Youth Program Quality Assessment (YPQA), the EZReports system, and instruments developed by Michigan State University to be used for continuous program improvement and evaluation.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application:	The application:	The application:	The application:
does not include a local program evaluator or a local program improvement evaluation model.	describes a local evaluation model that details the requirements of this grant application.	describes a local evaluation model that details the requirements of this grant application AND describes a local program improvement evaluation model that will include both program quality indicators and objective student outcome performance measures using state-identified instruments and systems; includes staff evaluation, student and parent satisfaction, and curriculum and environment evaluation.	describes a local evaluation model that details the requirements of this grant application AND describes a local program improvement evaluation model that will include both program quality indicators and objective student outcome performance measures using state-identified instruments and systems; includes staff evaluation, student and parent satisfaction, and curriculum and environment evaluation AND both quantitative and qualitative data are included in the evaluation plan.
does not include a plan of annual self-assessment.	mentions use of the YPQA as a self-assessment tool.	describes a plan for conducting self-assessment at each site using the YPQA.	describes a plan for conducting self-assessment at each site using the YPQA with detail regarding participation of the local evaluator and a team of site staff.
does not mention the 21 st CCLC statewide evaluation.	N/A	N/A	includes a specific written assurance that the project will cooperate completely with the 21 st CCLC statewide evaluation and will collect national reportable data as required; identifies resources to comply with evaluation requirements (e.g., data entry, high-speed internet).

PART L. PROJECT PLAN - FEDERAL TARGET GOALS

(3 points)

The proposal must describe how the program will meet the federal target goals. The targets are objectives which have been identified by the federal government for projects to work toward, in this case, the federal targets are included among the objectives. (See page 2).

Definitions: **Goals** convey the broad intent of the program – what will be accomplished, not how (example: “Increased academic achievement among participating students”). **Objectives** are statements of intended outcomes that can be measured (example: “48.5 percent of participating students will show improvement in reading grades”). **Activities** are the means by which objectives are achieved (example: “All students will participate in academic enrichment activities that reflect their classroom curricula in reading”). **Outcomes** are the products or results of activities – what was achieved (example: 48.5 percent of students improved their reading grades”).

The Project Plan - Federal Target Goals form (Page 13 of application forms) lists the first three project goals and details the federal student outcome targets, objectives, timelines, anticipated outcomes, and measurement strategies used in the statewide evaluation. On the form (column 3) describe the specific activities/tasks/staff that will be used to meet each of these objectives.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application: does not include a description of activities/tasks/staff to meet federal target goals.	N/A	The application: includes only student academic or enrichment activities/tasks/staff to meet federal target goals.	The application: includes both academic and enrichment activities/tasks/staff to meet federal target goals.

PART L2. PROJECT PLAN – LOCAL GOALS

(3 points)

The proposal must detail any additional project goals and describe the plan for achieving these goals. Using the Project Plan - Local Goals form (Page 14 of application forms) state the goals, objectives, activities and tasks planned to meet the goals, the staff assigned to the activities, provide a timeline for completion, and anticipated outcomes of the objective. Also, include information on how the outcomes will be measured.

The Project Plan – Local Goals form may be duplicated as often as needed to provide the detail necessary to assure the reviewers that this 21st CCLC project can be implemented by the applicant.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application:	The application:	The application:	The application:
does not include program goals, objectives, activities, timelines or outcomes.	includes some program goals, objectives, activities, timelines, and outcomes, but not all .	includes all program goals, objectives, activities, timelines and outcomes.	includes all program goals, objectives, activities, timelines, and outcomes which are supported by descriptive strategies for measurement .

PART M. SUSTAINABILITY PLAN

(9 points)

A sustainability plan must be developed to summarize the strategies that will be implemented to develop continued support for the project beyond the funding cycle. Community support for the 21st CCLC program is essential to sustainability. A description must be included explaining how the applicant will disseminate information about the 21st CCLC program including its location, and how the information will be understandable and accessible to the target community. Strategy development and the sustainability plan will be strengthened through inclusion of external stakeholder involvement in addition to the use of data from the project period and community-wide data statistics.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application: does not include a plan to continue the project after the period of federal funding.	The application: indicates that the grantee will seek funding to continue the program, but gives no details .	The application: N/A	The application: includes a complete description of strategic plans to seek diverse funding sources to continue the 21 st CCLC project after the period of federal funding.
does not indicate data will be used to inform sustainability plan.	indicates that data will be used to inform sustainability plan but does not reference specific data sources.	indicates that data will be used to inform sustainability plan AND cites specific sources.	indicates that data will be used to inform sustainability plan AND cites specific sources AND involves external stakeholders to inform the plan.
does not describe how the applicant will disseminate information to the community about the 21 st CCLC program.	describes how the applicant will disseminate information to the community about the 21 st CCLC program.	describes how the applicant will disseminate information to the community about the 21 st CCLC program including its location.	describes how the applicant will disseminate information to the community about the 21 st CCLC program including its location, AND how information will be understandable and accessible.

PART N. BUDGET SUMMARY AND DETAIL

(6 points)

This section provides information to demonstrate that the project has an appropriate budget for the program and is cost-effective. The applicant must complete a proposed budget for July 1, 2014 - June 30, 2015. The applicant must complete the enclosed Budget - Summary form (Page 16 of application forms) and provide a Budget - Detail form (Page 16a of application forms) identifying expenditures that are allowable under the *Expenditure Guidance* listed on pages 27-28. A complete Budget/Expenditures Function Code Description document can be found at www.michigan.gov/21stcclc.

The Budget - Summary form must be completed and signed by the fiscal and administrative personnel of the agency/organization. Additional budget guidance is available in OMB Circular A-87 for those fiscal agents that are LEAs, OMB Circular A-21 for those that are institutions of higher education, or OMB Circular A-122 for non-profit community-based organizations that are assuming fiscal responsibility for the 21st CCLC project.

The Budget - Detail form must provide as much detail as possible regarding the line totals presented in the budget summary. MDE grant allocation amounts for each line item should be listed by function code in the budget detail. For example, the "Instructional Staff" total will be divided into amounts anticipated for each staff person including cost per hour, number of hours per week, and number of weeks per year.

Use of Project Funds

Project funds may be used for the implementation of the 21st CCLC program only. Federal rules prohibit the use of funds for construction of facilities. There is no start-up funding for this project. Stipends to program participants are prohibited. Expenditures must be allowable, necessary, and reasonable.

Successful applicants will submit a budget in MEGS+ that will be reviewed and approved by MDE staff. Successful applicants must also plan to expend their funds no later than June 30, 2015. Additional funding for subsequent years is dependent on the availability of federal funds and successful implementation of the project.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1 point per box)	Recommended for Funding (2 points per box)	Highly Recommended for Funding (3 points per box)
The application: does not include a complete budget summary form and budget detail.	The application: includes a complete budget summary form, but no budget detail is provided.	The application: N/A	The application: includes a complete budget summary form, a complete budget detail that relates expenses to the planned program activities and staffing.
includes expenditures that do not relate to the activities or are unallowable, unnecessary, and unreasonable.	N/A	N/A	includes expenditures related directly to the activities proposed in the plan that are allowable, necessary, and reasonable.

EXPENDITURE GUIDANCE

Function Codes:

110 Instruction--Basic Program - This refers to out-of-school time staff who work directly with students, and may be assigned to or hired for this project, supplies and materials, equipment, and other costs related to project activities. Site coordinators are included in this function code.

120 Instruction--Added Needs - This refers to instructional activities for students as defined in special education, compensatory education, or vocational education.

210 Support Services--Pupil Support Services - This section refers to other staff (nurses, social workers, etc.) assigned or hired to support and improve the well-being of students/children during the out-of-school time program, and the expenses associated with project implementation (i.e., materials for meetings, supplies).

220 Support Services--Instructional Staff Services - Costs for supervisory staff, including the project director or administrator, are itemized in this section. Activities for program coordination and staff development are included.

230-260 Support Services--General Administration, School Administration, and 280 Business Services Operation and Maintenance, Central Support – are combined for administration. A maximum of 10 percent of the grant may be used for the administrative and indirect costs identified in these functions, such as telephone, duplicating, postage, insurance and other support activities to the program. Grant funds used to pay rent and transportation costs are excluded from this administrative cost ceiling. Indirect costs up to eight (8) percent are allowable but must be counted as part of the ten (10) percent administrative cap. Districts and other agencies that have a negotiated indirect rate with the Michigan Department of Education must not exceed the negotiated restricted rate.

Note: Faith or community-based organizations may NOT charge direct costs for administration; function codes 230-260 and 280 must not be used. If the agency does not have a negotiated indirect rate with MDE, the maximum allowable charge for indirect costs is 8 percent. All applicants should place evaluation costs in line 280, but these costs should not be counted in the 10 percent administrative cap.

230 Support Services--General Administration – Consists of those activities concerned with establishing policy, operating schools and the school system, and providing the essential facilities and services for the staff and pupils. Also included are community relations (district-wide activities and programs designed to improve school/community relations).

240 Support Services--School Administration – Consists of those activities concerned with overall administrative responsibility for a single school.

250 Support Services--Business – Activities concerned with purchasing, paying, transporting, exchanging and maintaining goods and services for the school district.

260 Operation and Maintenance – This section refers to costs for repairs and maintenance of classroom(s), restroom(s), and playgrounds. A percentage of the utility expenditures (heating, water, phones, and electricity) and rent are allowable. Rent of a facility not owned by the applicant or partners does not count in the 10 percent administrative cap. Other operational and maintenance costs do count toward the 10 percent cap.

270 Pupil Transportation Services – Costs to transport children to/from the program and repair, operate, and maintain buses are itemized in this section.

280 Support Services--Central – Activities other than general administration, which support each of the other instructional and supporting service programs are included in this section. EZReports, local evaluation and data entry for the statewide evaluation are included here.

290 Other Support Services – This section refers to staff and activities, which support the program and cannot be classified in preceding sections.

300 Community Services – This refers to supplies, materials, and services necessary to implement non-education components of the programs (i.e., materials for parent meetings or workshops, interagency committee meeting costs, supplies for health/nutritional activities). Services to the families of students should be included here.

999 Indirect Cost – Expenses incurred by a school district, community organization or other entity in administering or providing program services. A grantee must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant.

Funds made available under this section will be used to supplement, and to the extent practicable, increase the level of other federal, state, and local funds expended for the federal 21st CCLC Program. In no case shall federal 21st CCLC funds be used to replace or supplant current federal, state, or local funding for existing programs.

APPLICATION CHECKLIST FOR GRANT APPLICANTS

APPLICANT NAME _____ FAX (____) _____

- Is the application prepared as directed for each form?
- Is there an electronic copy of the application in PDF format included?
- Are the Application Cover page and Assurances and Certifications pages signed by the authorized signatory **in blue ink**?
- Is the MDE Data Sheet completed and attached to the cover of the original grant application **only**?
- Is the Budget Summary signed by the authorized signatories **in blue ink**?
- Are the forms and attachments of the original and ALL three copies (for a total of four paper copies) in the following order?
 - MDE Data Sheet (attach to original copy only)
 - Cover Page
 - Assurances and Certifications
 - Part A. Certification for Participation in Co-Applicant Agreement
 - Part B. Acknowledgment of Intent to Collaborate
 - Part C. School Building Verification of Participation
 - Part D. Project Abstract
 - Part E. Assessment of Need
 - Part F. Quality of Project Model
 - Part G. Facility Description
 - Part H. Program Personnel
 - Part I. Professional Development
 - Part J. Program Management
 - Part K. Evaluation of Project
 - Part L. Project Plan – Federal Target Goals
 - Part L2. Project Plan – Local Goals
 - Part M. Sustainability Plan
 - Part N. Budget - Summary for July 1, 2014 – June 30, 2015
 - Part N2. Budget – Detail for July 1, 2014 – June 30, 2015
 - Attachments (if applicable)

ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGES 4-5. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.

Package received by MDE:

Staff initials _____

Date _____

MDE DATA FORM

Complete this form using the [MDE Assessment of Need- Priority Points Data File](#). MDE will verify all data to determine priority points. This page will only be used by MDE staff. Grant reviewers will not review priority point scores.

Applicant Name:

Fiscal Agent Type: Choose One

Joint Application (faith or community-based organization and LEA are co-applicants)

1. Official name(s) of school(s) to be served	2. District Code	3. Building Code	4. Percentage of Free/Reduced (F/R)	5. Title I Status is School-wide	6. 2013 Priority or Focus school	7. Mathematics Proficiency Target is Zero (0)	8. Reading Proficiency Target is Zero (0)	9. Joint App.
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MDE Use Only:								

Notes to be considered by MDE:

Private schools or schools not including grades in which the MEAP or MME are administered, or the class size is too small to be included (equals "NULL" on data file) indicate an appropriate measure of proficiency and school performance in the space below and attach documentation.