



**21st CENTURY COMMUNITY
LEARNING CENTERS**

**BUREAU OF INDIAN EDUCATION
DIVISION OF PERFORMANCE AND ACCOUNTABILITY
APPLICATION PACKET**

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

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PART A. PROGRAM PURPOSE

WHAT IS THE 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM?

The 21st Century Community Learning Centers (21st CCLC) was established by Congress as Title IV, Part B, of Public Law 107-110, “The No Child Left Behind Act of 2001.” Through this program, the Bureau of Indian Education (BIE) funded schools and dormitories receive grants that enable them – with the assistance of community partners – to plan, implement, or expand projects that benefit the educational, health, social, cultural and recreational needs of the students and community.

School-based and dormitory-based BIE 21st CCLCs around the country are providing safe, drug-free, supervised and cost-effective after school, weekend or summer havens for students and their families. These programs provide academic enrichment activities such as homework centers and tutoring, as well as a broad array of cultural, developmental, and recreational opportunities. In addition, lifelong learning activities and literacy education programs are available for adult family members in the local school setting.

21st CCLCs provide students – those that are low-achieving and poor-performing, as well as those with high rates of juvenile crime, school violence, and substance abuse – with the resources needed to address the academic, developmental and social emotional issues that affect their school performance.

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Part A: Program Purpose

When the Clock Strikes 4...

It's 4 o'clock and excitement is in the air. Instead of going to an empty home or to hang out on the streets, these students are headed to their 21st Century Community Learning Centers after school program.

The students first have a nutritious snack while they talk with their friends and make the transition from day school to after school. While the students have their snack, the teachers and tutors meet briefly to compare their lesson plans and to discuss any issues regarding the students, they talk about the student's academic performance as well as emotional and behavioral issues. They also briefly discuss the plan for robotics fair that will be held tonight in the gym.

After snack, the children run out to the playground for 20 minutes of Diabetes Prevention – playing a game led by the physical education teacher that combines math, running and fun. After getting some nutrition and exercise, the students are ready to sit down and get their homework done. In the homework help and tutoring center, students are working with their tutors to boost their math achievement, while those without homework are reading for pleasure.

Following homework help, the students go to various classes. A group in the media center is learning how to hone their entrepreneurial skills by using the computers to create greeting cards and mugs to be sold at the PTA meeting next week. In a second group, students are working on a robotics project. In a third group, the students are working with a teacher to put the finishing touches on the activities planned for the family and community theatre and arts night.

Students identified by the school referral process as needing additional targeted support will be in small group and individual interventions, these students are beginning to enjoy the success that comes from mastering writing, science, reading or math.

It's now 6 o'clock. Ms. Shaw, the principal, is just returning to the center. She greets Police Officer Eagle Feathers, who has taken three students on a community "ride-along" and is now heading to the auditorium. There, as part of family night, a group of parents and teachers is sponsoring a community discussion about alcohol and drug abuse prevention, and they are expecting a big crowd. Joe and Milly rush to tell Ms. Shaw that the Debate Club won the district championship and will be competing next month in the regional tournament. Ms. Shaw makes a mental note to announce this at Saturday's advisory council meeting. The council – which includes representatives of the after school staff, all of the community-based partners, the police department, local businesses, tribal council, faith-based organizations, students and parents – will be discussing how they can increase the number of volunteer tutors in the center's reading and math programs and how they can expand the center's cultural and language program.

Tomorrow, Ms. Shaw will meet with the writing specialist, the school improvement committee and the after school staff to discuss the test results for the high-need students who have been identified as needing the extra help that they can receive from the after school program.

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Part B: Eligibility

WHAT IS THE DEFINITION OF A 21ST CCLC?

A 21st CCLC is a program ***within a BIE elementary, middle or secondary school system*** that:

- (1) is operated by a Local Educational Agency (LEA), which is a school or dormitory that is eligible for and receives Indian Student Equalization Program (ISEP) funding from the BIE; and
- (2) provides educational enrichment, recreational, health, and social service programs for students and their families in collaboration with a wide range of partners -- an Associate Deputy Director (ADD), its BIE Education Line Office (ELO), Tribal organization, local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities.

Centers must be located in a BIE elementary, middle or secondary school/dormitory facility.

VISION STATEMENT

The BIE's 21st Century Community Learning Center Program will expand the rich learning environment of our classrooms to the playing fields, homes, and communities of our students by providing a wide range of extra-curricular activities designed to enhance students' academic and social emotional skills, cultural knowledge and engagement in all aspects of their lives.

WHAT KIND OF PROGRAMS CAN BE OFFERED?

21st CCLCs provide a range of high quality services to support student learning and development. Because the 21st CCLCs provide programs in out-of-school-time hours, such as before school, after school, on weekends, and during the summers, they have the flexibility to offer activities that may not fit well into highly scheduled and scripted school days. They can use pedagogical approaches, and facilitate types of learning that may not be adaptable to the context and structure of classrooms. Following are examples of the kinds of learning activities that take place in 21st CCLCs. A list of specific activities can be found on the U.S. Department of Education's Youth4Youth web site at <http://www.Y4Y.ed.gov>.

ACADEMIC ENRICHMENT PROGRAMS

These are designed to provide students with resources to meet state and local student performance metrics in core academic subjects, such as the sciences, language arts and mathematics, tribal language and culture, theater, arts and music. They also offer the families of students they serve with literacy education and guidance in supporting the children's academic work.

PROJECT-BASED LEARNING ACTIVITIES

Project-based learning differs from project work in that it focuses on the process, not the outcome. Essential elements include:

- Key knowledge, understanding, and success skills
- Challenging problems or questions
- Sustained inquiry
- Authenticity
- Student voice and choice
- Reflection
- Critique and revision
- Public product.

For more information, go to: www.bie.org/about/what_pbl

SOCIAL/EMOTIONAL SKILL-BUILDING

More than 20 years of research has shown that teaching academic skills is not enough to ensure student success. Social/Emotional Learning (SEL) is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making and responsible behaviors to achieve school and life success. Activities include:

- Building skills that enhance individual behavior, such as emotional regulation capabilities, problem solving skills, and goal setting
- Developing skills to create social support networks, contribute to the environment and assist in developing positive school climate and school culture.

For more information, go to the website for the Collaborative for Academic, Social, and Emotional Learning, at www.casel.org.

COMMUNITY SERVICE LEARNING

Service Learning is also called Community Engagement, and combines learning goals and community service in ways that can enhance both student growth and the common good. It typically takes the form of a project that has both learning and community action goals. Service Learning can enrich the learning experience, teach civic responsibility and engagement and strengthen communities. Examples of activities include:

- Activities that enrich knowledge of all community members of its values, customs, arts and culture, such as music, dance, celebrations or remembrances.
- Activities that teach civic responsibility and engagement, such as involvement in activities run by a Tribal Council, or projects run by community activists
- Activities that strengthen communities, such as providing services for the elderly or needy, resource conservation or community education activities.

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Part B: Eligibility

FAMILY ENGAGEMENT

Like Community Service Learning, Family Engagement Learning projects tie learning goals to community service. In addition, it provides a platform for promoting adult education, family and parental engagement in students' learning because it engages adult learners, their immediate families, other family members and community members. Activities included are similar for those of project-based learning, but emphasize participation of the whole family, such as:

- Projects that encourage students and their families to address issues that arise in their daily family life and community, such as conserving energy use or meet the needs of the elderly or disabled.
- Projects where the family finds ways to incorporate tribal language, culture and heritage into their daily lives
- Projects that encourage students and their families to engage in learning opportunities together that allow them to apply science, technology, geography, history or other disciplines to improve their lives.

HEALTH AND WELLNESS EDUCATION

Health and wellness education promotes positive behaviors, such as life-long engagement in physical and/or recreational activities and healthy eating and sleeping practices. Activities may include:

- Providing youth with the knowledge and skills needed to make healthy decisions about use of tobacco and drugs and alcohol, as well as safer sex practices that help them avoid teenage pregnancy, STDs, HIV/AIDS and Hepatitis C.
- Providing opportunities for physical activity such as sports, gardening, hiking or exercise.
- Providing youth with information about nutrition and healthy lifestyles.

PART B. ELIGIBILITY

WHO IS ELIGIBLE TO RECEIVE GRANTS?

Local Education Agencies (LEAs) of the BIE. An LEA is a school (*BIE elementary, middle or secondary system*) or dormitory that is eligible for and receives Indian Student Equalization Program (ISEP) funding from the BIE. 21st CCLC programs are created and implemented in collaboration and partnership with the Associate Deputy Director, BIE Education Line Officers, local tribal governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities.

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Part B: Eligibility

All funds must be used in a manner consistent with all requirements of the statute and must be used only to supplement, not supplant, any federal dollars available to support activities allowable under the 21st CCLC program.

ARE THERE ANY OTHER REQUIREMENTS?

Applicants must be in compliance with all Bureau of Indian Education and U.S. Department of Education NCLB requirements in order to be eligible to receive 21st CCLC funds.

Previous grantees from SY 15-16 that have missed 5 of the 17 required administrative deadlines will be put on a *High Risk* category and will receive quarterly funding disbursements rather than full forward funding. In addition, programs will also receive a 10 point deduction from the overall final score. This point deduction will be applied equally among consortium programs meeting these criteria.

Consortiums must include letters of concurrence from each school board, parent/caregiver committee, and community stakeholders in order to apply.

TA will be provided to all applicants to ensure they have support to meet these expectations.

To ensure geographic distribution each Associate Deputy Director (ADD), ADD Operated Schools, ADD Tribally Controlled Schools and ADD Navajo, will receive 10 slots to meet this requirement. The ADD slots will be filled with the highest scored applications within that ADD; then, the remaining applications will be funded according to their individual score.

MUST AN LEA COLLABORATE WITH OTHER ORGANIZATIONS?

The legislation contains several provisions to emphasize the need for collaboration within communities. Section 4204(b)(2)(H) of the statute requires LEAs that apply for local grants to provide a description of the partnership between the LEA, a Community Based Organization (CBO), and other public or private organizations, if appropriate. In addition, Section 4204(i)(1)(B) requires that State Education Agencies (SEAs) give priority to applications submitted jointly by an LEA receiving Title I funds and a CBO or other agency proposing to serve students in schools in need of improvement under section 1116. SEAs must provide the same priority to LEAs that are in need of improvement but demonstrate an inability to partner with a CBO within reasonable geographic proximity and of sufficient quality.

PART C. AVAILABLE FUNDING

WHAT WILL BE THE DURATION, SIZE AND NUMBER OF GRANTS?

GRANT PERIOD

The grant period is 07/01/2016 – 06/28/2019.

The grant period is three years, subject to annual performance review and continuation each year based on the grantee's ability to meet grant goals, and compliance with all grant requirements.

SIZE OF GRANTS

The minimum grant award is \$50,000 per year. The range of awards will vary depending on the number of students to be served. The BIE reserves the right to award a smaller or larger amount of grant funds than requested and to make programmatic focus changes to a grant award if deemed necessary. All grantees will be involved in fiscal and programmatic change discussions prior to acceptance and implementation.

Award Range	
Minimum Base Award	\$50,000.00
1-200	cap 200,000
201-400	cap 250,000
401-500	cap 300,000
500+	cap 325,000

Note: Any program that has received funds from the previous year/s must provide documentation that all funds have been utilized and documentation written into their application. Absolutely no carry-over will be allowed.

AMOUNT OF FUNDS AVAILABLE

The amount of federal funds available for this competitive grant process in the FY 2016-2017 school year is estimated at \$7,995,312 and is based on the U. S. Department of Education's estimated distribution formula. Any subsequent actions taken by Congress after the release of this RFP could alter and change the total amount of funds available to fund 21st CCLC sites.

NUMBER OF GRANTS

The BIE estimates awarding approximately 50-70 grants.

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Part C: Available Funding

STATUTORY/REGULATORY CONDITIONS

Federal grant funds may not be used to support or replace local activities that had been funded with state or local funds during the prior year (supplanting). All awards are subject to the non-supplanting and restricted rate requirements of 34CFR 76.563. All funds will be awarded according to the conditions of this Request for Application (RFA). Non-regulatory Guidance can be found at: <http://www.ed.gov/programs/21stcclc/guidance2003.doc>

PART D. USE OF FUNDS

To receive a grant under this program, applicants must provide services that in some way support academic achievement, that is, activities that align or support the day program language arts, mathematics, writing and science curricula.

ALLOWABLE LEARNING ACTIVITIES FOR 21ST CCLC GRANTS

In Part I, Program Purposes, “What Kinds of Programs Can Be Offered? (pgs. 6-8), we listed the types of learning activities supported by the BIE 21st CCLC grant program. Below are listed the types of programming linked to those learning approaches that are allowable under this grant. The activities listed here are representative; applicants are encouraged to develop approaches of their own that fall under these categories.

ACADEMIC ENRICHMENT PROGRAMS

- Small group or 1:1 tutoring
- Homework clubs
- Computer-assisted learning activities linked to specific academic disciplines
- Content-based small group work in academic subjects
- Supplemental activities in language arts, mathematics and science education
- Expanded library hours
- Adult education such as literacy instruction

PROJECT-BASED LEARNING ACTIVITIES

- STEM-based activities such as telecommunications and technology education, science experimentation, applied mathematics projects or engineering-based design projects that provide students with hands-on experience with STEM disciplines
- Projects promoting cultural engagement such as describing the history or import of cultural symbols, rites and/or perspectives, or participation in tribal activities that can also involve practice in language arts, social studies or other disciplines
- Projects that emphasize English language arts, such as interviewing family or community members to create oral histories, story or play-writing and performance, reading aloud activities
- Arts and music education activities

SOCIAL/EMOTIONAL SKILL BUILDING

- Activities that promote self-awareness, such as journaling, small group or class activities that help students identify their strengths and assets, and group projects that help students identify strategies for self-discovery

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Part D: Use of Funds

- Activities that build self-regulation skills, such as anger management or handling frustration
- Activities that build social awareness skills such as activities that help students develop empathy for others, become active listeners, understand diversity (in terms of gender, culture, age, sexuality, difference in ability) and create social support systems
- Activities that build relationship skills, such as interpersonal communication skills, conflict resolution and public speaking
- Activities that model responsible decision-making, such as problem-solving and critical thinking skills that help students articulate differences and connection, identify emotions behind actions, explore possible consequences, reflect on past experiences and evaluate their actions.

COMMUNITY SERVICE LEARNING

- Community-based action research projects that allow students to identify, research and find solutions to issues within their tribes or neighborhoods, such as creating green communities or educating non-Indian communities about the myths and mistreatment of Native peoples
- Projects that provide in-depth experience with providing needed services within the community, such as home visits to seniors or creating safe communities.
- Projects identified by tribal or community leaders that provide resources for the community

FAMILY ENGAGEMENT

- Projects that encourage students to explore their families' histories
- Projects that engage the whole family in supporting a cause identified by the student, such as helping the homeless or reducing violence in the community
- Projects that promote healthy communication and parenting practices

LEADERSHIP DEVELOPMENT ACTIVITIES

- Social justice activities that promote restorative justice, teach de-escalation techniques and provide anti-bullying strategies
- Entrepreneurial education that provide students with strategies for advancing their personal goals or community goals
- Youth leadership activities that align with , for example, the Generation Indigenous Challenge
- Activities that promote a healthy, safe school climate

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Part D: Use of Funds

HEALTH AND WELLNESS EDUCATION ACTIVITIES

- Organized team/individual sports, or playground activities
- Opportunities for other kinds of physical activities such as gardening, hiking, dance or exercise classes
- Classes and/or counseling in substance abuse prevention education, suicide prevention, teen pregnancy prevention, teen parenting, safer sex education, violence prevention
- Health education or awareness activities promoting healthy lifestyles and choices, including those promoted by *We R Native*: www.weRnative.org

For more examples of activities, visit the Youth4Youth website at <http://www.y4y.ed.gov>

KEY FEATURES OF PROGRAM DEVELOPMENT

21st CCLC Programs are for students in preschool through high school and their families. In developing your program, note that successful programs:

- Include an array of inclusive and supervised services that, taken together, provide a robust enrichment experience that supports academic excellence and personal development.
- Utilize evidence-based research, best or promising practices. Provide citations for these in your proposal.
- Make explicit the connection between identified needs and the selected programs/activities.
- Engage students in active, experiential learning
- Identify community, tribal or neighborhood partners whose experience can provide support and add value to your proposed program.
- Leverage activities across grade levels
- Ensure that the proposed 21st CCLC program is accessible to persons with disabilities, in accord with section 504 of the Rehabilitation Act.
- Utilize current NWEA data, NASIS behavior data, information and data from the school's Schoolwide Plan, and school improvement plans found in Native Star, to identify target populations and needs, and evaluate program success.

SIG Schools must demonstrate how 21st CCLC activities will be accommodated within SIG's Extended Day requirement.

ALLOWABLE COSTS

If transportation is not an in-kind contribution, cost for transportation of students can also be included in program applications. However, grant funds **cannot** be used to purchase facilities, clothing, support new construction or fund endowments.

PART E. PROPOSAL FORMAT AND CONTENTS

FORMAT

All proposals must be in no less than 12-point type, using the Times New Roman, Calibri or Arial font. Margins must be at 1" on all sides. Proposals must be single-spaced and printed on one side of paper. Proposals that do not meet these criteria will be eliminated for consideration.

The proposal cannot exceed 15 pages in length. Tables, charts, and graphs are excluded from this restriction in the narrative section. Appendices or grant forms are not counted in criteria and competitive points section.

ORGANIZATION

Proposals must have the following sections in this order:

Table of Contents

Project Abstract/Summary

Section 1: Need for Services

Section 2: Program Design

Section 3: Resources

Section 4: Management Plan

Section 5: Budget/Budget Narrative

Attachments

CONTENT

The sections below provide information about what each of these sections should contain.

For some, creating a program begins with selecting activities. Describing the need, identifying available resources, and assessing a program's impact come after the fact. Such an approach, in a sense, puts the cart before the horse.

Successful program design begins with identifying:

- A specific population that lacks the supports or capacity necessary for doing well in a given context, such as academic work
- Goals for that population
- Grade/age appropriate activities/approaches that have been proven to be successful in meeting those goals and objectives
- The resources needed to implement those activities/approaches, such as staff,

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Part E: Proposal Format and Contents

facilities, including the full support of the school, tribe, community, BIE ADDs and ELOs.

- Specific outcomes for the target population, such as changes in aptitude, behaviors, or capacity

These elements align with the structure of your 21st CCLC proposal. Applicants cannot deviate from this structure.

STEPS FOR PROGRAM DESIGN

Before you begin writing the proposal sections, we encourage you to follow these five steps. This will ensure that all aspects of your program are aligned, creating a much higher likelihood of success.

Design Step 1: Identify target population and its needs

The first task is to identify the group or group of students for whom services are needed, such as high-risk students, or low-performing students, and what it is that affects their performance. You already have numerous resources to guide identification, including:

- Current NWEA data
- NASIS behavior data
- Information and data from the school's Schoolwide Plan
- School improvement plans found in Native Star

Use the chart in Appendix IV to identify your target student population.

Design Step 2: Identify SMART goals

In other words, clearly articulate what you want students to achieve in this program. The overall goal of this programming is to decrease student substance abuse.

SMART goals are:

- Specific: They say
 - What you are going to do
 - Why you are going to do it
 - How you are going to do it
- Measurable:
 - If you can't measure it, you can't manage it
 - Provide metrics for success
- Attainable
 - It is possible to achieve, given the population's age, grade and/or developmental level
- Realistic
 - Can be achieved by using the selected activities
- Timely

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Part E: Proposal Format and Contents

- Can be achieved within the given time frame of the project

Use the chart in Appendix V to help you identify your SMART goals.

Design Step 3: Identify Resources

This includes establishing what you have on hand to address the target population’s needs and what you need to get. This can include staffing, facilities, equipment, curricula, professional development, and anything or anyone else you need to have in place to meet your SMART goals.

Design Step 4: Identify Activities

In Section 1: Need for Services, you identified a specific population and the gaps in capacity or ability that prevent those students from performing well academically or personally. In Step 2 of this section, you developed performance goals, and in Step 3, you identified what resources you have on hand or need to help reach those goals. One of those components may likely be a curriculum or set of activities that, delivered in specific sequences and intensity, improves student performance. These need to be activities or approaches whose effectiveness with your target population has been well documented as best- or evidence-based practices.

At this point, all you want to do is identify the evidence-based practice or best-practices that you will use.

Design Step 5: Identify Expected Outcomes

Outcomes are typically measured in three ways:

- Changes in knowledge – for example, students will gain knowledge about physics or ways to eat healthily
- Changes in attitude – for example, students will gain a positive attitude towards school or sober recreation
- Changes in behavior – for example, fewer students are smoking or more students are engaged in weekly physical activity

The table below contains a process: As you can see, you are not so much writing text as you are laying out a blueprint for your program that ensures that all its elements, from need to outcome, are directly related. Once you have completed this process, you will be well-positioned to write the sections of your proposal, because the elements are already in place.

SMART Goals

Specific	What do you want to measure?
Measurable	How are you going to measure it?
Action	How will you accomplish the goal?
Realistic	Is this a realistic goal that can be accomplished?
Timely	When will you reach the goal?
Evidence	What data will demonstrate the goal was met?

SECTION 1: NEEDS ASSESSMENT

Each school or dormitory must identify a target population with a demonstrable need for services. All schools have already written Needs Assessments for state and other federal funding, and these should be adapted for the 21st CCLC application

Your Need Assessment section will identify a student or grade-level population with specific problems or gaps in currently available resources that affect academic performance. For example, a high school might be aware that a substantial portion of its 10th and 11th graders do not meet statewide academic standards in a particular subject. Or a middle school may find that its older students are increasingly involved in fights, resulting in higher levels of disciplinary measures. Alternatively, an elementary school principal might suspect that the rates of student obesity are rising, and the number of students participating in sports or regular physical activity is falling.

In all these cases, specific data is the key to identifying a population in need. In the first two examples, the data sources are easily available. In the first case, the school may be looking at statewide performance data for their school. For the second, the school's NASIS or NWEA data or similar records might show a bump in the number of suspensions.

For the third example, data may be available from the Indian Health Service, but this may not be sufficient to illuminate the problem. Figures on student enrollment and participation in physical education and intramural sports provides some support for the principal's suspicions. In order to make a solid case, the principal may turn to current research on childhood obesity rates and she may use it to demonstrate why this is a problem she needs to address. She would likely note at the same time, that the same research shows that getting students to exercise regularly and eat healthily are successful in changing the students' behavior.

In essence, the Needs Assessment section sets the rationale for the entire proposal and its elements will appear in the sections on proposed programs, intended outcomes and budgeting.

In the next proposal section, you will describe your proposed program. Before doing that, try this:

SECTION 2: PROGRAM DESIGN

The Program Design section lays out all the elements necessary to meet the needs of

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Part E: Proposal Format and Contents

the target population identified in Section 1, including the approaches to be used and the activities within those approaches. This section should include a detailed description of the specific activities to be used, and demonstrate that the activity in question has been shown to be effective with the target population (that is, is it evidence-based or a best practice).

Also, describe how your program will expand during each year of implementation (3 years).

Select Activities:

As discussed earlier, 21st CCLCs can use a wide range of approaches and activities to improving student performance and quality of life. Following are some guidelines for selecting and describing a program.

- **Select Activities that Address Identified Need:** You must identify specific activities that will address the identified need.
- **Select Activities that Strengthen a Broader Perspective:** While it is important to offer remediation-based activities to students who need them, it is also crucial to offer activities that place reading, writing and math in a real-world context. This is where project-based learning, service learning and the other approaches come in. Students can learn concepts in math, science, engineering and technology, as well as social studies, language arts and other subjects much better when they are placed in contexts they understand, through active participation in enjoyable games, projects and initiatives. See Y4Y website for ideas at <http://www.Y4Y.edu.gov>.
- **Select Activities that Encourage Personal Growth and/or Social Interaction:** To support student's social/emotional growth, activities may include opportunities for goal-setting, problem solving and decision-making or opportunities for engagement with their peers, their families, their tribes and their communities. Students who are goal-directed and who have strong social supports do better later on in school and in life.
- **Select Activities that Develop Leadership Skills:** Building students' leadership skills directly affects school climate, family dynamics and community engagement, making learning environments safer.

There are many approaches that bring together all of these kinds of activities. For example, project-based learning promotes social interaction with peers and leadership skills while giving students hands-on experience in academic subject areas. Service learning projects – whether focused on the community or the home – promote leadership skills, personal growth, social interaction and family interaction. Activities that focus on health-related issues can promote leadership skills, development of

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Part E: Proposal Format and Contents

personal goals, and creation of a safer school climate. All of these contextualize academic skills such as literacy, STEM, social studies, creating more opportunities to use them meaningfully.

Recruit Participants

Your proposal must also include a description of how you will recruit students in your target population into your program and what you will do to retain them for the duration of it.

Schedule of Operations

Use the Schedule of Operations chart in Appendix VI to indicate when the program will operate.

SECTION 3: RESOURCES

The Resources section identifies all the elements needed to implement the program design – the staff who will be involved, the facilities that will be used, the support provided by stakeholders outside of the school, and the materials that will be used to guide activities.

In this section, applicants should identify available resources that will support the proposed program. Resources include:

- School staff
- BIE Administration
- Community partners
- Transportation Services
- School Safety Resources
- Facilities/infrastructure
- Contributed Resources

NOTE: APPLICATIONS MUST INCLUDE STATEMENTS OF SUPPORT:

- School leaders including:
 - The School Principal or Dormitory Official
 - The School Board
 - The School Staff
- Community/Tribe leaders including:
 - The Parents/Caregivers/Students
 - The Elders, Tribal Education, Tribal Council
- BIE Leadership including:
 - The Associate Deputy Director

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- The Education Line Officer
- Tribal Education Leadership

School Staff

This includes teachers, coaches and other school staff who will directly provide services in the program. Applicants should indicate the teacher-to-student ratio for the proposed program. Recommended ratios are 1:10 for academic enrichment activities and 1:15 for other activities. It is also recommended that academic portions of the program include the support of certified teachers.

Applicants **must** identify the staff who are willing to participate, and indicate that the principal and decision makers has approved of the levels of time needed for planning, training and coordination for each staff member.

Applicants should indicate if they have the support of school/dormitory administrative staff, including Principals, Deans and office staff with access to records and data necessary for the needs section and the extent to which these individuals were involved in the planning of the program.

BIE Administration

As stated above, applicants from BIE operated schools should indicate that they have the support of their ADD, and ELO. Applicants from BIE-funded tribal schools should indicate that they have the support of the Official Tribal Grant, Contract School, School Board, or Dormitory Official.

Community Partners

The US Department of Education and the Bureau of Indian Education strongly encourage collaboration with community partners, as required by the No Child Left Behind Act (NCLB). This collaboration can take several forms:

- Use of a community agency/organization to provide direct services within the programs, such as tutoring firms, substance abuse/counseling organizations. These partners are equal participants with the school in the design of the program and are responsible for providing specific services within it.
- Involvement of Tribal authorities/community leaders in the planning and implementation of the program. While these people may not be directly involved in program services, they may be able to provide access to resources and other supports that are important to the program's success.

Letters of Support/Memoranda of Understanding

Applicants will need to get Letters of Support (LOSs) or Memoranda of Understanding (MOUs) from some of the staff and/or partners listed above to document their participation in the proposed program. LOSs typically indicate the strength of

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commitment to the program's goals and activities in a general way, while MOUs typically document the specific services that will be provided by the partner.

These will include (3 maximum, others may be listed and on file):

- Required Memoranda of Understanding from each Community Partner, indicating their participation in the planning of the program, the services they agree to provide, the amount and duration of those services.
- Required Letters of Support from the Official Tribal Grant, Contract School or Dormitory Official for BIE-Funded schools stating full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements and all subsequent requirements issued in a grant award. BIE-Operated schools will need Letters of Support from the Education Line Officer and Associate Deputy Director stating the same thing.
- Letters of Support from Community Members: The BIE's 21st CCLC program encourages involvement of community members in activities. This promotes engagement in civic activities and community life. With the program's emphasis on service learning activities, community support and involvement activities is strongly preferred. Such letters can be in a petition format, with multiple names on one sheet. Schools can present LOSs signed by community supporters, such as tribal elders, parents, or school staff. They should provide LOSs from three separate groups, and each letter must be signed by ten individuals. Off-reservation boarding schools can include LOSs from three community organizations such as public schools, social service agencies or other non-profit groups.

Transportation Services

Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off-site programs.

School Safety Resources

Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment. All grantees will participate in the BIE's Emergency Operations Planning Project.

Facilities/Infrastructure

Describe how you will leverage existing school facilities/infrastructure such as computer labs, libraries, classroom, gyms, playing fields and other areas that can support program activities.

Contributed Resources

Describe the resources that partners are contributing, such as use of community

recreational areas, staff, supplies, in-kind donations, meeting rooms, etc.

Needed Training

Often, teachers and staff need training in order to implement programming. Describe the kinds of training that will be needed, the amount of training, and who will need it.

SECTION 4: MANAGEMENT PLAN

The management plan is a blueprint for implementation and monitoring. First and foremost, it should demonstrate that you have the capacity to run the program. Capacity means you have the people, the training, the structure, and resources to implement the plan. It means that you have a plan for evaluating your program and disseminating information about its progress and achievements. It also means that you can demonstrate that have the full support of external stakeholders – Tribal Officers, BIE Administration, Community Leaders and so on – who have resources to help your program and who have oversight over all activities offered by a school.

A Management Plan includes the following components

- Organizational Structure
- Staffing
- Professional Development
- Communications/Accountability Plan
- Program Evaluation Plan
- Program Dissemination Plan

Organizational Structure

This typically takes the form of an organizational chart that makes clear what the lines of communication and accountability are. The organization chart should include program titles and areas of responsibility. Be sure to include community partners in the organization chart if they play a substantial role in delivery of services.

Staffing

The staffing section should include:

- Key staff, by position, including a Program Coordinator who has oversight over all program activities and staff, and staff who is responsible for reporting program progress to stakeholders beyond the project staff. In addition, indicate the anticipated FTEs for each position.
- Job Descriptions for each position on the Organization Chart. Include job descriptions for community partners as well.
- Qualifications of individuals who will fill these positions. Include qualifications of community partners.
- Timeline for hiring staff for unfilled positions upon award.

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NOTE: Full Time Coordinators cannot work more than 30 hours during the school week on program-related activities, including program administration, data collection activities, and other 21st CCLC administrative activities.

Professional Development

Describe the types of professional development that will be offered, how often, and to whom. Possible topics might include: Program orientation, fostering positive behavior, linking program activities to the school day, how to help with homework, training enrichment/recreation leaders, aligning the program to standards, data-driven decision making at the student level, grade level expectations.

Communications/Accountability Plan

This element of program management is often overlooked, but it is critical to program implementation and success. The Communications/Accountability Plan shows how you will keep staff and stakeholders informed up and down the chain of command, ensuring that all program participants have the information needed to make decisions. It also makes plain what the lines of accountability are within a project, so that staff at every level knows to whom they should bring problems and the aspects of program implementation for which they are directly responsible.

The plan includes descriptions of how you will manage communications within and outside of program operations. Describe your:

- Plan for regularly scheduled meetings
 - With program staff to review program
 - With school staff/administrators to apprise them of program implementation
 - With community partners, tribal authorities and others to apprise them of program implementation
- Plan for Issuing Progress Reports to BIE 21st CCLC administrators, line offices and others
- Program management materials such as forms, student or staff handbooks, policy information, lesson plans aligned to Common Core and/or state standards, etc.

Program Evaluation Plan

Proposed 21st CCLC programs must include a plan to evaluate the success of the program in reaching its identified goals and objectives.

An evaluation plan is a critical component of program management, but if you followed the instructions for creating a program plan, you already have the basics of it in place:

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You identified your program’s SMART goals, as well as anticipated outcomes. Your evaluation plan is simply the means by which you will measure your students’ progress toward reaching those outcomes and what may or may not have helped them succeed.

There are two components to an evaluation plan: The process evaluation and the outcome evaluation.

Process evaluation: This is how you measure the extent to which you followed your program plan. By collecting evidence that the activities you enumerated occurred as planned, you can document how well you implemented your program. Data, in this instance, will include attendance sheets, curricula, program materials, meeting minutes and other forms of documentation.

To create a Process Evaluation Plan, take the following steps:

- Identify the specific activities that the program will engage in, noting who will be involved, the amount of time for program activities and for needed.
- Identify data needed to show that these activities were implemented as planned

Here’s an example:

Activity	Who	Duration	Data
Anti-bullying curriculum	Students	8 weeks, 4 hours a week	Attendance Sheet, Curriculum
	Teachers	3 hours training	Attendance sheet, training curriculum
Community Project	Students	12 weeks, 6 hours/week	Attendance sheets, program schedule
	Teachers	5 days, 5 hours a day of training in Project Content	Attendance sheet, Curriculum
	Community Members	5 day planning session, 6 hours/day, Half-day orientation	Meeting Minutes, Orientation Agenda, attendance sheets

Outcome evaluation: This measures the impact of your program on its participants. If your goal was to improve student performance in an academic subject, you need to show that such an improvement occurred. If your goal was to increase student engagement in community or tribal activities, you need to document that there has been a quantifiable increase in student interest or involvement in those areas.

As discussed earlier, BIE schools and dormitories have access to data sets that can be used to measure outcomes:

- The Native American Student Information System (NASIS)
- Native Star Benchmark Reports
- Previous 21st CCLC Evaluations
- Indian Health Service

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- BIA Law Enforcement

Your Outcome Evaluation Plan should include the following:

- Identified outcomes, such as improved performance, or change in knowledge.
- Data from the available datasets that will be used to measure changes in performance or knowledge.

Here's an example:

Outcome	Data Source	Measure
Students will improve performance in mathematics	NASIS	Comparison of mathematics grades before and after program
Fewer students will have health problems such as diabetes or asthma	Indian Health Service	Rates of diabetes and asthma before and after program participation
The number of students using drugs will decrease	BIA Law Enforcement	Comparison of drug arrest rates before and after program

Why Both Process and Outcome Evaluations?

The process evaluation and the outcome evaluation are meant to work together. The program you design will be based in best practices or evidence-based successful activities. Typically, there are guidelines for implementation for such programs: For example, they may require eight hours of student involvement in a particular endeavor, or five hours of staff training; they may require that students engage in some form of hands-on practice or role playing to develop a skill set; or they may require that the processes students engage in culminate in some written document or video. All of us, however, have had the experience of having a plan and then, for reasons of time or competing interest, we have not fully followed it. Instead of eight hours of involvement, students only had four. Instead of hands-on involvement in building something, you instead showed them a film about it, which modeled modes of inquiry, but did not let them engage in their own inquiry. When the program is over, and the outcome evaluation shows that students did not make an appreciable gain in the anticipated outcome, you can then look back at your implementation plan and see where you might have not followed it, or where you might need to change it in order to get the desired outcome.

As part of the Evaluation Plan, describe:

- Who will be involved in doing the evaluation? This should include one person who has access to necessary electronic data systems and one person who is experienced in working with data. These can be the same person.
- A plan for collection and analysis of data. This will include how often process and outcome data will be collected, how often it will be presented to program

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staff to identify implementation problems, and, if there is sensitive information gather on forms, how the identity of program participants will be protected.

Program Dissemination Plan: Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. All materials must be easily understood by the parents and community of the students being served.

SECTION 5: BUDGET/BUDGET NARRATIVE

NOTE: The final budget and narrative will be reviewed and discussed to ensure program fidelity. BIE reserves the right to award a higher or lesser amount and change items in the application that are not prudent or aligned with the vision of the BIE's 21st CCLC.

Applicants must include a detailed budget and budget narrative for each year of operation that itemizes how you will use grant funds. Also, you must describe amounts of funding expected from other sources, such as in-kind donations from partners, or other grants including the school wide budget.

Grant funds cannot be used to purchase facilities or support new construction. If you will be using 21st CCLC funding for busing, please be specific in terms of number of bus drivers needed, schedule for bus drivers, fuel and upkeep costs, etc.

Indicate in both the budget and the budget narrative for each year the purpose and any changes by line item for each of the expenditures, paying particular attention to the following categories:

6A. Certified and Non-Certified Staff:

- For each position, describe the services to be provided, the duration of services, and the unit rate of pay (salary, per hour or per day)

6B. Professional/Technical:

- Describe proposed subcontract agreements with community agencies and other contractors including the cost. It should reflect your Memorandum of Agreement/Contract accurately.

6C. Staff and Student Travel:

Indicate the event, amount of time and cost.

- Staff Travel Required: Include travel and expenses for a team representation of the staff for the mandatory annual 21st CCLC conference and one annual regional/national conference. The only staff travel sanctioned under this grant is for specific 21st CCLC capacity building events.

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- Student Travel: All requests for student travel must be specified in the grant application.

6D. Supplies/Materials/Curriculum/Testing:

- Please provide specific information on supplies and materials requested and their costs per site.

6E. Coordinated Funding

- Provide a brief narrative describing 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 1, Childcare Scholarship Funds, etc).

Steps for Writing a Budget Narrative

The purpose of the Budget Narrative is to make clear your rationale for spending funds in the way described in the budget. It will include two elements:

- Why the specified item is included in the budget (how it will be used in the project),
- How you arrived at the dollar figure included for that item.

Here is an example of a budget narrative that demonstrates how items from each of the sections specified above are addressed.

Item	Need	Cost	Justification
Program Coordinator @.5 FTE	The Program Coordinator has oversight of all program activities including staffing, implementation, budget and evaluation	\$20,000	FTE=\$40,000 \$40,000*0.5=\$20,000
Community Agency ABC	Community Agency ABC will provide 3 hours/week of STEM-related activities	\$1,800	3 hours per week for 12 weeks at \$50/hour
Staff Travel to 21 st CCLC Annual Meeting	Staff is required to attend annual 21 st CCLC National Conference	\$4200	For 2 program staff Airfare: \$800 round trip Hotel: 4 nights, \$150 per night double occupancy Meals: \$75 per diem Conference Registration: \$250 Transportation: Cost of one rental car for 5 days: \$150
SEL Workbooks	Workbooks for students that provide skill building for social emotional learning	\$150	\$5 per workbook 30 Students
State Grant X	Funds from State Grant X will be used to provide students with lunch and a snack during the program.	\$21,000	\$10 per student 35 students 60 days

Do this for every item in every budget category, so that your reasoning and arithmetic

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are easily understood. You do not have to use a table form; many people present the information in paragraph form, not in columns.

PART F. APPLICATION REVIEW PROCESS

WHAT IS THE APPLICATION REVIEW PROCESS?

All applications will be screened for fiscal and narrative eligibility by the 21st CCLC SEA Director prior to being submitted to a panel of reviewers for scoring. A panel of reviewers composed of educators will read all eligible grants submitted and received by the deadline. Applications will be scored independently, using the scoring rubric included in this RFP. Reviewers will then conference to clarify the accuracy of individual reviewer point totals and reach consensus on a final score for each grant. The reviewers' total final scores will be averaged to determine the order by which applications will be considered for funding. Funds will be awarded in the order of highest average scores achieved per grant proposal(s).

NOTE: Review panelists will be asked for recommendations for improving the project and comments on the feasibility of the budget. These comments may form the basis for adjustments negotiated to the project prior to issuance of the grant award. BIE has the authority to adjust, modify, and make any necessary adjustments to the proposal to meet the intent of the Mission of the BIE and the BIE 21st CCLC.

WHAT SELECTION CRITERIA APPLY TO THIS COMPETITION?

Each of the sections of the proposal will be evaluated by the criteria listed below. The peer reviewers of your application will use these criteria to guide their scoring reviews, so it is in your interest to be familiar with them. **Proposals receiving less than 75 points will not be considered.**

Points for each criterion are awarded on a four-point scale:

- 1 – Inadequate: No information provided, criterion not addressed, and/or data omitted
- 2—Fair: Partial information provided, explanation weak and/or data does not support criterion
- 3 – Good: Clear and complete information provided but not well written nor thoroughly developed
- 4 – Excellent: Clear, concise, well-written and thoroughly developed

SECTION 1: NEEDS ASSESSMENT (20 POINTS)

Scores for this section are based upon how well you address the following selection criteria:

- Identifies how members of the proposed target population(s) who are in greatest need of services will be identified, targeted and recruited

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- Documents the target population’s need for services, including what measures you have used to describe “high need.”
- Identifies risk factors that the proposed program will address
- Demonstrates that the identified needs and risk factors can affect target population academic performance and other measures of success.
- For current grantees, includes documentation of progress and achievements made by 21st CCLC students on state assessment, Native Star and NWEA tests, and on academic growth and positive behaviors.

SECTION 2: QUALITY OF PROJECT DESIGN (20 POINTS)

Scores for this section are based upon how well you address the following selection criteria:

- Identification and description of the SMART goals and outcomes for program participants.
- Presents a clear rationale for selection of program components, including a detailed description of all evidence-based or scientifically-based research that supports use of selected activities/approaches or strategy.
- Provides a detailed description of program implementation, including how your program proposes to recruit youth and/or their families, how many hours a day/days a week program activities will occur (minimum of 75 days).
- Identifies the community partners who will participate in program implementation, describing their roles and responsibilities in detail, including the number and specificity of LOSs/MOUs attached to demonstrate partner involvement
- Describes how the program will strategically link to the school day for homework tutoring, and how your program will coordinate services with the school and any other programs that also address the needs of your target population

SECTION 3: QUALITY OF RESOURCES (20 POINTS)

Scores for this section are based upon how well you address the following selection criteria:

- Describes the staffing capacity for your proposed programs and services, including student-to-staff ratios, and the involvement of certified teachers in the academic portion of the program
- Describes how students will get to and from your program and what facilities will be used, and existing safety policies, procedures and requirements that ensure a safe and secure learning environment
- Describes how you will leverage existing school resources like computer labs, libraries, athletic facilities and classrooms to carry out your activities

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- Describes the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, in-kind donations, and so on.
- Describes and document how school administrators and tribal authorities were consulted during the development of the proposal.

SECTION 4: QUALITY OF THE MANAGEMENT PLAN (20 POINTS)

Scores for this section are based upon how well you address the following selection criteria:

- Documents full support of school principal, school leadership team, ELO and ADD as appropriate to ensure implementation success
- Documents the structure and implementation of the program of the program
 - Provides an organizational chart, including lines of communication and accountability
 - Provides project timelines that includes when hiring to fill vacant positions will occur, when the program will launch and when it will end, and benchmarks and milestone of progress over the course of a three-year grant. The timeline for Year 1 should include planning time for subsequent years. Include start up time and costs, for example planning time each month, a minimum of 5 hours for all 21st CCLC staff, what TA or PD is needed to prepare staff, school board, tribal officials, and partners.
- Document staffing patterns for the project
 - Describes roles and responsibilities of key staff in in job descriptions, minimum 21st CCLC coordinator and after school staff.
 - Documents roles, responsibilities and expertise of community partners providing services in the program, add to the MOU of the minimum 3
 - Includes staff FTEs, including time for training and for planning
 - Describes opportunities for professional development for staff over the course of the project and how they will attend the BIE provided TA or PD
- Describe program communications and accountability
 - Describes how you will collaborate with tribal and community stakeholders
 - Describes communications structure within program (meetings, memos, etc).
 - Describes plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. Must be easily

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- understood by the parents and community of the students being served
- Describe plan to meet 21st CCLC reporting requirements
 - Describes program evaluation plan
 - Describes who will be responsible for the development and implementation of the program evaluation plan include in appendix
 - Describes the identified process and outcome evaluation components, including anticipated outputs and outcomes
 - Describes your program’s data collection capacity and how it will maintain reporting compliance
 - Describes how NWEA and NASIS behavior data will guide the program needs and how Y4Y will be utilized as the major TA and PD source.
 - Describe how the results will be used to improve implementation and outcomes in the next year’s plan
 - Describe plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. Must be easily understood by the parents and community of the students being served. Describe plan to meet 21st CCLC reporting requirements

SECTION 5: QUALITY OF BUDGET/BUDGET NARRATIVE (20 POINTS)

Scores for this section are based upon how well you address the following selection criteria:

- Provides a detailed budget for each year of operations that itemizes how you will use grant funds, include EDGR and 21st CCLC Regulatory Guidance as reference
- Provides a detailed budget narrative for each year of operations that provides justification for each line item and its cost
- Adequacy of staff numbers and identified resources to implement the grant
- Describes amounts of funding expected from other sources, such as in-kind donations from partners or other grants, including school-wide budgets
- Describes sustainability plans to keep the program running when the grant period ends.

HOW CAN A SCHOOL APPEAL ITS OFFICIAL SCORE?

The applicant may appeal their official score through a letter from their school board chair to the SEA 21st CCLC Office. The Bureau of Indian Education’s 21st CCLC office will accept all grievances beginning the day after the notice of award or non-award. This notice will be electronic and detailed in the “how to apply” section of the application.

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1. Bureau of Indian Education 21st Century Community Learning Centers competitive grant applicants will have 30 days from the time they are informed of the award results to request a hearing.
2. The Bureau of Indian Education will conduct a hearing within 30 days of the applicant's request.
3. The Bureau of Indian Affairs will issue a written ruling within 10 days from the hearing, including findings of fact and the reasons for the ruling.
4. If the Bureau of Indian Education does not rescind its ruling, the applicant may apply to the Secretary of (the U.S. Department) of Education within 20 days of the applicant receiving a written notification of the results of the hearing.
5. The Bureau of Indian Affairs will make available records pertaining to the review or appeal, including the records of other applicants.

PART G. ASSURANCES

WHAT REPORTS ARE REQUIRED FROM GRANTEES?

The Bureau of Indian Education reporting requirements are contained in Appendix IX. Some of the information will be entered at the beginning of the program and monthly, and quarterly. The program site will provide a year-end report with composite data. The BIE may require additional reporting data as the program progresses. In addition, every grantee must complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.

Approved grantees must complete all BIE NCLB required assurances after Notices of Intent to Award are received. Grant recipients must have a complete federal programs assurance packet on file with BIE prior to the funding release.

WHAT ASSURANCES WILL BE REQUIRED?

Please see Appendix VII for the 21st CCLC assurances.

WHAT IS THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)?

The Government Performance and Results Act (GPRA) of 1993 places new management requirements on Federal agencies, which must describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement.

The goal of the 21st CCLC is to enable BIE funded schools and dormitories to plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of their communities.

WHAT REGULATIONS APPLY TO THIS PROGRAM?

The following regulations are applicable to the 21st CCLC Program: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 75, 77, 79, 80, 81, 82, 85, and 86, and (b) 34 CFR Part 299. The EDGAR regulations can be found on the Department of Education website: <http://ocfo.ed.gov/grntinfo/edgar.htm>. Other regulations that apply to this program are Office of Management and Budget (OMB) circulars A-87, A-122, and A-21.

PART H. TIMELINES

RFP Released:	April 11, 2016
Application Due:	May 31, 2016
Notice of Intent to Award:	July 1, 2016
Funding Appeal Process Begins	July 5, 2016
Funding Appeal Process Ends	August 5, 2016
Grant Funding Begins:	August 6, 2016

PART I. APPLICATION SUBMISSION

All applicants **must** submit one signed original and two additional copies of the entire application, beginning with the Cover Page. Applicants will submit all copies of the application together in one package. **A table of contents with dividing tabs must be included. Applications will not be returned, please keep a copy on file.**

An application must show proof of mailing consisting of one of the following:

1. A legibly dated U.S. Postal Service postmark.
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
3. A dated shipping label, invoice, or receipt from a commercial carrier.
4. Any other proof of mailing acceptable to the U.S. Secretary of Education.
5. **APPLICATIONS RECEIVED AFTER May 31, 2016 11:59 MST WILL NOT BE ACCEPTED.**

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

BIE 21st Century Community Learning Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87104

Each late applicant will be notified that its application will not be considered.

The BIE/ASC/DPA will accept deliveries between **8:00 am and 5:00 pm** daily except Saturdays, Sundays, and Federal holidays. All applicants submitting applications in a timely manner will receive an **Application Receipt Acknowledgment**. If you fail to receive a notification of application receipt within thirty (30) days from the closing date, call **JACK EDMO at 505-563-5266** or contact him by email at Jack.Edmo@BIE.edu.

PART J. CHECKLIST/REQUIRED FORMS

A COMPLETE APPLICATION MUST CONTAIN THE FOLLOWING ITEMS AND BE ORGANIZED AND TABBED AS OUTLINED BELOW.

- Application for Federal Assistance (Standard Form 424), completed according to instructions and signed by an authorized official (Page 1). This form may be found at the US Department of Education Grant Applications and other forms page: www.ed.gov.
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 pages)
- Program Narrative (no more than 15 single spaced pages)
- Participants Served Chart.
- SMART Goals Template
- Schedule of Operations
- Budget Form – Appendix III (complete one for each site)
- 21st CCLC Assurance Form
- Appendices – Only those described below
 - Job Descriptions for Key Staff Members
 - Documents of Support from school, tribe, AAD and ELO
 - MOUs/Contracts for key partners
 - Assessment of objective data regarding the need for before and after school programming
 - 3 Letters of Support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements.

NOTE: Attachments not requested by the RFP will result in disqualification of the application. Send only the information specified in this RFP. Proposals not in the required format will be automatically disqualified.

APPENDICES

APPENDIX I: THE STATUTE

PART B-21ST CENTURY COMMUNITY LEARNING CENTERS

SEC. 4201.PURPOSE; DEFINITIONS.

- (a) PURPOSE.-The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that-
- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
 - (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
 - (3) offer families of students served by community learning centers opportunities for literacy and related educational development.
- (b) DEFINITIONS. In this part:
- (1) COMMUNITY LEARNING CENTER.-The term 'community learning center' means an entity that-
 - (A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities "such as drug and violence prevention, counseling, art, music, recreation, technology and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and
 - (B) offers families of students served by such center opportunities for literacy and related educational development.
 - (2) COVERED PROGRAM.-The term 'covered program' means a program for which-
 - (A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and
 - (B) the grant period had not ended on that date of enactment.
 - (3) ELIGIBLE ENTITY. The term 'eligible entity' means a local educational agency, community-based organization, another public or private entity,

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or a consortium if two or more of such agencies, organizations, or entities.

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

SEC.4202. ALLOTMENTS TO STATES.

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

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

(b) STATE ALLOTMENTS-

- (1) DETERMINATION. From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that not State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.
- (2) REALLOTMENT OF UNUSED FUNDS.-If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this section.

(c) STATE USE OF FUNDS.-

- (1) IN GENERAL.-Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.
- (2) STATE ADMINISTRATION.-A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for-
 - (A) the administrative costs of carrying out its responsibilities under this part:
 - (B) establishing and implementing a peer review process for grant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and supervising the awarding of funds to eligible entities

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(in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

- (3) STATE ACTIVITIES.-A State educational agency may use not more than 3 percent of the amount made available to the State under subsection (b) for the following activities:
 - (A) Monitoring and evaluation of programs and activities assisted under this part.
 - (B) Providing capacity building, training, and technical assistance under this part.
 - (C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.

SEC. 4203. STATE APPLICATION

- (a) IN GENERAL.-In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that-
 - (1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;
 - (2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;
 - (3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve-
 - (A) students who primarily attend-
 - (i) schools eligible for school wide programs under section 1114;
 - or
 - (ii) schools that serve a high percentage of students from low-income families; and
 - (B) the families of students described in subparagraph (A);
 - (4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;
 - (5) describes how the State educational agency will ensure that awards made under this part are-
 - (A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and
 - (B) in amounts that are consistent with section 4204 (h);
 - (6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;
 - (7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;
 - (8) contains an assurance that the State educational agency-

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- (A) will make awards for programs for a period of not less than 3 years and not more than 3 years and not more than 5 years; and
- (B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;
- (9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;
- (10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;
- (11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;
- (12) describes the results of the State's needs and resources assessment for before and after school activities, which shall be based on the results of on-going State evaluation activities;
- (13) describes how the State educational agency will evaluate the effectiveness of programs and activities carries out under this part, which shall include, at a minimum-
 - (A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and
 - (B) public dissemination of the evaluations of programs and activities carried out under this part; and
- (14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.
 - (b) DEEMED APPROVAL.-An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.
 - (c) DISAPPROVAL. - The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.
 - (d) NOTIFICATION.-If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall-
 - (1) give the State educational agency notice and an opportunity for a hearing; and
 - (2) notify the State educational agency of the finding of noncompliance, and , in such notification, shall-

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

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

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

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

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

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

SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

(a) IN GENERAL.-A State that receives funds under this part for a fiscal year

shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.

(b) APPLICATION.-

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

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

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

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

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

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

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

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

(D) an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;

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- (E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);
 - (F) an assurance that the program will primarily target students who attend schools eligible for school wide programs under section 1114 and the families of such students;
 - (G) an assurance that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
 - (H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
 - (I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
 - (J) a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;
 - (K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
 - (L) an assurance that the community will be given notice of intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
 - (M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified senior to serve as the volunteers; and
 - (N) such other information and assurances as the State educational agency may reasonably require.
- (c) APPROVAL OF CERTAIN APPLICATIONS.-The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.
- (d) PERISSIVE LOCAL MATCH.-
- (1) IN GENERAL.-A State educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.
 - (2) SLIDING SCALE.-The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account-
 - (A) the relative poverty of the population to be targeted by the eligible entity; and
 - (B) the ability of the eligible entity to obtain such matching funds.

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- (3) IN-KIND CONTRIBUTIONS.-Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.
- (4) CONSIDERATION.-Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.
 - (e) PEER REVIEW.-In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications.
 - (f) GEOGRAPHIC DIVERSITY.-To the extent practicable, a State educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.
 - (g) DURATION OF AWARDS.-Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.
 - (h) AMOUNT OF AWARDS.-A grant awarded under this part may not be made in an amount that is less than \$50,000.
 - (i) PRIORITY.-
- (1) IN GENERAL.-In awarding under this part, a State educational agency shall give priority to applications-
 - (A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116; and
 - (B) submitted jointly by eligible entities consisting of not less than 1-
 - (i) local educational agency receiving funds under part A of title I; and
 - (ii) community-based organization or other public or private entity.
- (2) SPECIAL RULE.-The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

SEC.4205. LOCAL ACTIVITIES.

- (a) AUTHORIZED ACTIVITIES.-Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including-
 - (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
 - (2) mathematics and science education activities;
 - (3) arts and music education activities;
 - (4) entrepreneurial education programs
 - (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
 - (6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
 - (7) recreational activities;
 - (8) telecommunications and technology education programs;

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- (9) expanded library service hours;
 - (10) programs that promote parental involvement and family literacy;
 - (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
 - (12) drug and violence prevention programs, counseling programs, and character education programs.
- (b) PRINCIPLES OF EFFECTIVENESS.-
- (1) IN GENERAL.-For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall
 - (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
 - (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
 - (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.
 - (2) PERIODIC EVALUATION.-
 - (A) IN GENERAL.-The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.
 - (B) USE OF RESULTS.-The results of evaluations under subparagraph (A) shall be-(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and (ii) made available to the public upon request, with public notice of such availability provided.

APPENDIX II: REQUIREMENTS OF GEPA 427

Requirements of GEPA 427

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

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

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

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section

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427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

APPENDIX III: BUDGET FORM

Applicants may cut and paste from the Schoolwide Template used for Native Star.

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APPENDIX IV: PARTICIPANTS SERVED CHART

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Example: Chief Elementary School</i>	<i>Example: Restructuring</i>	<i>Example: 100%</i>	<i>Example: 80 students</i>	<i>Example: 50%</i>	<i>Example: 25 adults</i>	<i>Example: K-8</i>

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APPENDIX V: SMART GOALS TEMPLATE

SMART Goals	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation

APPENDIX VI: 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.

SCHOOL YEAR (Dates-e.g. 08-26-2012 to 05-30-2013):

Number of Weeks during the school year: _____

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

SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013):

Number of Weeks during the summer: _____

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

APPENDIX VII: ASSURANCES FOR BIE 21ST CCLC

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

The proposed program will:

- Comply with reporting requirements in a timely manner to the Bureau of Indian Education for ESEA NCLB and ESSA Federal accountability purposes.
- Use data from the Native Star Schoolwide plan, School Improvement plans and other ESEA plans submitted to guide program implementation and evaluation.
- Take place in a safe and easily accessible facility. All staff will have demonstrated knowledge and competency in all BIE required safety and emergency operations mandates, including participation in the Emergency Operations Planning Project. All records will be on file and staff training will be conducted annually.
- Ensure the community is given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission.
- Expend all awarded funds within the program period.
- Ensure that staff whose time is paid by 21st CCLC funding dedicates 100% of their time to the 21st CCLC program.
- Schedule all 21st CCLC activities before and after the regular day school program, or during out of school breaks and/or weekends, or during the summer program.
- Not include Tribal indirect costs as part of expenditures throughout the duration of the grant.
- Document agreements with partners for in-kind services in writing with a Memorandum of Understanding or letters of support, and ensure that partners will be available for any audits, monitoring, or on-site visits.
- Abide by the provisions set out in ESEA NCLB /ESSA and the grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Not use the 21st CCLC funds to supplant Federal, State, local, or non-Federal funds.
- Meet all documentation requirements and reporting deadlines for the grant.

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- Establish and follow internal controls to ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Date

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APPENDIX VIII: COVER PAGE

EED FORM # 05-07-039

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

\$ _____ Total Funding Requested Per Year
\$ _____ Total Funding Requested for Three Years

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

APPENDIX IX: DOCUMENTATION & REPORTING REQUIREMENTS

Required Actions	Due Date
Student Achievement Monitoring	Fall-Winter-Spring NWEA
Attendance	On-going-weekly
Lesson Plans	Monitored Monthly
Tutor and Homework Notes	Monitored Monthly
Coordinator's Schedule	Quarterly
Parent Surveys	Annually
Annual Performance Report	Annually
Student focus groups and/or surveys	Twice a year
Budget and expenditure reconciliation	Quarterly
Internal Performance Improvement	Quarterly to staff, school board, tribe, and community

APPENDIX X: MONITORING AND COMPLIANCE ASSESSMENT

WHAT IS COMPLIANCE?

Each fiscal year, in accordance with federal legislation, the BIE looks at a school or program's past performance with federal, state or other government grants in order to ascertain how well it has complied with applicable statutes, regulations, and the terms and conditions of an award in the past. The BIE uses that information in two ways:

- to determine if a school or dormitory has the capacity to meet grantee requirements. The failure to do so may make the school or dormitory ineligible for new grant money.
- To determine the appropriate amount and type of monitoring needed to ensure the grantee is meeting requirements and/or consequences for failure to comply.

WHAT DATA IS USED TO ASSESS COMPLIANCE?

The BIE looks at data on a school or dormitory's performance with previous grants and its record of compliance with BIE requirements. Here are some of the grants and/or requirements reviewed:

- Federal Grants
 - Title I (Improving Basic Programs Operated by Local Education Agencies)
 - Title II (Highly Qualified Staff)
 - Title IVB (21st Century CCLC)
 - Title VI (Rural and Small School Initiative)
 - Title VIIA (Indian Education Act)
 - Title XC (McKinney-Vento Homeless Education Act)
 - NCLB
- BIE System Data
 - Inspector General Reports
 - School Safety Reports
 - NWEA Reports
 - NASIS Data
 - Native Star Data
 - Site Monitoring Data

HOW IS THE DATA COLLECTED?

The Technical Advisor (TA) provides two kinds of reports: weekly updates to the SEA on each of its 21st CCLC programs' needs and risks, based on review of the programs documents; and monthly report to the SEA, using data gathered from the BIE's online data collection systems to provide a more detailed report on grantee status, including information on program attendance, activities, budget and compliance.

Taken together, the data from weekly and monthly reports can help SEAs identify

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programs in need of monitoring. Programs with significant weaknesses may receive site visits to get a better idea of program operations and issues. In the cases of highly abnormal circumstances – such as threats to student safety, evidence of gross fiscal mismanagement, or serious implementation problems – may receive Immediate Monitoring (IM) on a case-by-case basis, to be determined by the SEA and LEA.

HOW IS THIS DATA USED?

The BIE looks at a school or dormitory’s history of meeting the requirements of the grant funding it receives, to see if it has:

- Poor financial management
 - Inaccurate/late financial reports
 - Misuse of funds
 - Returned unused funds
 - Budgeting errors and revisions

- Poor grants management
 - Failure to meet program performance goals
 - Inaccurate, incomplete or late progress reports
 - Lack of conformance to the terms and conditions of the terms and conditions of a grant, as specified in the Assurances
 - Persistent irresponsibility in monitoring program operations

WHAT HAPPENS AFTER THE ASSESSMENT?

Should the grantee be found lacking in any certain area, the BIE may use numerous strategies to assist the grantee with compliance, which may include, but not be limited to the following:

- Additional technical assistance and support
- Additional monitoring
- Establishment of a probationary period outlined and detailed by the BIE
- The reduction of funding

If such efforts prove to be ineffectual, unfortunately, grant funding may be reduced, terminated or withdrawn.

WHAT IS THE PROCESS FOR MONITORING?

When the data indicates that more oversight is needed, the school or dormitory will receive on-site monitoring. Here is the protocol

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1. The SEA will notify the grantee of the pending onsite visit no fewer than 30 business days prior to the visit. The SEA will conduct a pre-visit teleconference to explain the agenda and monitoring tool.
2. The SEA will begin each day of the two-day visit at 8:30 AM with a briefing for appropriate staff, administrators, and stakeholders. The day will end at 4:30 with a debriefing with the designated grantee staff.
3. The SEA will conclude Day Two of the visit with a work session to address the findings and also to plan the corrective action needed to become compliant. Staff will be briefed on the results of the visit.
4. The SEA will send out the report within 20 business days to the school. The compliance action plan will commence upon receipt of the monitoring report.

In the cases of highly abnormal circumstances – such as threats to student safety, evidence of gross fiscal mismanagement, or serious implementation problems – a school may receive Immediate Monitoring (IM). These are decided on a case-by-case basis, to be determined by the SEA and LEA. In those cases, grantees will be notified no fewer than 7 days before the visit.

WHEN CAN A GRANT BE TERMINATED?

The termination of a sub-grant award may be initiated either by the grantee or the BIE.

Voluntary termination: A grantee may voluntarily initiate termination of its grant award by submitting written notification to the 21st CCLC State Coordinator. The notification shall state the reason(s) for initiating the termination process, the effective date of the termination; and in the case of partial termination, the portion of the grant to be terminated.

BIE-initiated termination: The BIE, by written notice, may reduce, withdraw or terminate the grant award, in whole or in part, if the federal funds supporting the grant are reduced or withdrawn by the US Department of Education. If such proceedings are necessary, the BIE will provide notification within 60 calendar days for grantee action, and will specify how the grantee will be affected by the reduction or withdrawal of funds.

The BIE, by written notice, may reduce, withdraw or terminate the grant award, in whole or in part for noncompliance or nonperformance. Examples of noncompliance / nonperformance include, but are not limited to the following:

- Failure to provide a high quality program with evidence of adequate progress
- Failure to implement the program as described in the grantee’s application (RFA)
- Failure to adhere to the signed assurances
- Failure to submit in a timely manner all required reports and documentation

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- Continually receiving a High Risk status on the assessment instrument
- Failure to implement a corresponding corrective action plans
- Failure to resolve all audit findings

Termination notification will include at minimum, the reason for initiating the termination, the effective date of the proposed termination, and an explanation that the grantee may forego the termination process by voluntarily electing to withdraw from the 21st CCLC program.

A grantee may respond in writing within 60 calendar days to the BIE indicating its objection to the proposed termination. The grantee must respond to each reason listed by the BIE for the proposed termination offering detailed, substantial reasoning and proof to refute the state's findings.

A grantee may request a hearing if it believes the BIE is in error or has violated a State or Federal statute or regulation regarding its initiation of the termination process.

If a grantee's award is terminated for noncompliance / nonperformance, it cannot reapply for a 21st CCLC grant that would begin at any point during the three consecutive school years after the termination action.

APPENDIX XI: LETTER OF INTENT

Name of Organization: _____

Address: _____

Primary Contact Name: _____

Email: _____

In order to apply for the 21st Century Community Learning Center grant, applicants must have the commitments and signatures of the primary partners for the proposed application.

We, the undersigned staff and support systems of _____
(School or Organization), are willing to participate in and fully support the 21st Century Community Learning Center should our site receive the grant award.

Name and Title

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This Intent to Apply form is due to DPA by April 22, 2016. The form can be mailed, faxed or emailed – a confirmation email will be delivered to all applicants that meet the filing deadline.

Jack Edmo

Bureau of Indian Education, ASC/DPA

BIA Building 2, 1011 Indian School Rd., NW

3rd Floor, Suite 332

Albuquerque, NM 87104

Phone: 505-563-5266

FAX: 505-563-5281/5282

Email: jedmo@bie.edu

When submitting your grant, include a copy of your notice of intent to apply along with documentation showing that the community was given notice of your intent to submit an application. This may include sign in sheets or other means of documenting parent/caregiver, staff, community, and tribal agency support.