21st Century Community Learning Centers Program

Request for Applications (RFA)

For Programs Proposing to Serve Elementary and Junior High/Middle School Students

No Child Left Behind Act (P.L. 107-110)

Healthy Start and After School Partnerships Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814
(916) 657-3558

California
21st Century
Community
Learning Centers
Soaring Beyond Expectations

California 21st Century Community Learning Center
Request for Applications Information Webcast

July 31, 2002 - 9:30 a.m. to Noon

The Request for Applications (RFA) is available on the California Department of Education Web site at www.cde.ca.gov/afterschool/.

The California 21st Century Community Learning Centers RFA Information live Webcast is scheduled for **July 31, 2002**, from **9:30 am to Noon**. The Webcast will originate from the Sacramento County Office of Education and broadcast to several locations listed below. To attend one of the site locations, you must pre-register by contacting the person listed for the location, as space is limited. Those unable to attend will be able to view the streaming video on the Web after the event.

Please download a copy of the RFA from the Web for reference during the Information Webcast.

Region	Location
1 Del Norte, Humboldt, Lake, Mendocino, Sonoma	**2 locations** Humboldt State University Seiman Hall, Room 108 Arcata, CA 95521 Mendocino County Office of Education 2240 Eastside Road, room South East Ukiah, CA 95482 ***Contact person both locations:*** Lucia Bianchi (707) 467-5145
2 Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Butte County Office of Education 1859 Bird Street, Board Room Oroville, CA 95965 ***Contact person:*** Melissa Sanders (530) 532-5648
3 Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba	Sacramento County Office of Education 9738 Lincoln Village Dr. Sacramento, CA 95827-3399 ***Contact person:*** Jim Gaston (916) 861-0611
4 Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	**2 locations** Alameda County Office of Education 313 W. Winton Avenue, Room 142 Hayward, CA 94544 Marin County Office of Education 1111 Los Gallinas Ave., Hollis Hall San Rafael, CA 94903 ***Contact person both locations:*** Joy Tabernik (510) 559-3193
5 Monterey, San Benito, Santa Clara, Santa Cruz	**2 locations** Monterey County Office Education 901 Blanco Cr., P.O. Box 80851 Salinas, CA 93912 Santa Clara County Office of Education 1290 Riddeo Park Drive San Jose, CA 95131 ***Contact person both locations:*** Maricela Santana (831) 755-0369

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6 Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Stanislaus County Office of Education 1100 H Street, first floor, technology wing Modesto, CA 95354 ***Contact person:*** Mary Ann Uyeno (209) 525-5088
7 Kings, Fresno, Madera, Mariposa, Merced, Tulare	**2 locations** California State University 5201 N. Maple Ave., Education Bldg., room 187 Fresno, CA 93740 Tulare County Office of Education Educational Center 2637 W. Burrel Visalia, CA 93278 ***Contact person both locations:*** Vicky Contreras (559) 651-0155
8 Kern, San Luis Obispo, Santa Barbara, Ventura	**2 locations** Kern County Office of Education 1300 17th St., room 1-A Bakersfield, CA 93301-4533 ***Contact person:*** Janis Jones (661) 636-4635 Ventura Co. Superintendent of Schools 550 Airport Way, Jame F. Cowan Conference Center Camarillo, CA 93010 ***Contact person:*** Judy Seyle (805) 388-4412
9 Imperial, Orange, San Diego	**2 locations** San Diego County Office of Education 6401 Linda Vista Road, Bldg. 2, room 202 (Joe Rindone Regional Technology Center) San Diego, CA 92110 ***Contact person:*** Kathy Sholan (619) 718-6655 Orange County Office of Education 200 Kalmus Dr.,, Bldg. A, Board Room Costa Mesa, CA 92628 ***Contact person:*** Thea Savas (949) 548-1004

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10 Inyo, Mono, Riverside, San Bernardino	**3 locations** Riverside County Office of Education 3958 12th Street, the Smith Room Riverside, CA 92502-0868 ***Contact person:*** Jill Johnson (909) 826-6247 San Bernardino Co. Educational Services 601 North E St., Conference room E San Bernardino, CA 92410-3093 ***Contact person:*** Maria Huizar (909) 386-2696 Desert Mountain Educational Service Center 17800 Highway 18, PC Lab Apple Valley, CA 92307 ***Contact person:*** Maria Huizar (909) 386-2696
11 Los Angeles	**2 locations** Los Angeles County Office of Education 12830 Clark Avenue, Rooms 606A and 400. Downey, CA 90242 University of California at Los Angeles 480 Charles E. Young Drive, East., Faculty Club Downstairs Lounge Los Angeles, CA 90024 ***Contact person both locations:*** Rachel Gamby (949) 824-2524

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I. 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM - OVERVIEW

A. BACKGROUND

The 21st Century Community Learning Centers (21st CCLC) program, authorized under Title I, Part I of the federal Elementary and Secondary Education Act, received its first appropriation of $1 million at its inception in 1996. Since then, more than $1.5 billion in 21st CCLC funding has been committed to provide grants to public schools or consortia of schools to enable them – with the assistance of community partners – to establish community education centers to keep children safe in the after school hours and provide academic enrichment, homework centers and tutors, and a range of cultural, developmental and recreational opportunities.

The *No Child Left Behind Act of 2001*, signed into law on January 8, 2002 by President Bush, transfers administration of the 21st CCLC program to individual state departments of education and represents a significant opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The passage of the *No Child Left Behind Act of 2001* significantly amended the Elementary and Secondary Education Act to expand State and local accountability and flexibility, and to stress the adoption of research-based practice. As a result, this newly released 21st Century Community Learning Centers program is substantially different from its federally administered predecessor.

California's 21st Century Community Learning Centers program focuses on helping children and youth in schools serving high-poverty areas succeed academically through the use of scientifically based practice and extended learning time. The federal law provides *principles of effectiveness* to guide local grantees to identify and implement programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and, if appropriate, be based on scientific research.

Under the new program, grantees are required to provide opportunities for academic enrichment as well as a broad array of additional services to reinforce and complement the academic program. These academic and enrichment activities are expected to help students who attend schools in need of improvement to meet state and local standards in the core content areas, such as reading, math and science. In addition, the new program requires grantees to assess the need for family literacy services among families of prospective 21st CCLC students. Programs may either refer to and coordinate with existing services or provide family literacy services where existing resources (e.g., funding for Title III federal programs, Proposition 227, adult education, community college, and Even Start) are not available and/or sufficient to serve these families.

The new program offers a five-year grant award and expanded eligibility. Entities now eligible to receive California's 21st CCLC grant funds include local educational agencies (LEAs), cities, counties, community-based organizations (CBOs), public or private entities (which may include faith-based organizations), or a consortium of two or more such agencies, organizations or entities. Applicants are required to plan their programs through a collaborative process that includes parents, youth, and representatives of participating schools or local educational

agencies, governmental agencies (e.g, cities, counties, parks and recreation departments), community organizations, and the private sector.

B. PURPOSE

The overarching goal of the 21st CCLC program is to establish or expand community learning centers that provide students, particularly students who attend schools in need of improvement, with academic enrichment opportunities and supportive additional services necessary to help the students meet state and local standards in the core content areas. As specified in federal law, the express purpose is to provide opportunities for communities to establish or expand activities that focus on the following three areas. 1) improved academic achievement, 2) enrichment services that reinforce and complement the academic program, and 3) family literacy and related educational development services. Each of these three areas is described below:

Improved Academic Achievement
Each program must include an academic assistance component that provides opportunities for academic enrichment. The CDE encourages applicants to develop this academic/educational component in close collaboration with the LEA and/or school staff.

Enrichment Services That Reinforce and Complement the Academic Program
Each community learning center must also provide an educational enrichment component that offers students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students.

Family Literacy Services
Each applicant will be required to assess the need for family literacy services among adult family members of students to be served by 21st Century Community Learning Centers. All applicants must propose to refer to or coordinate with existing services related to literacy and educational development. Applicants who identify a need and certify that existing resources are not available and/or sufficient to serve these families may apply for an optional direct grant to provide those services.

C. DEFINITION OF KEY TERMS AND CONCEPTS ASSOCIATED WITH 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS

The following key concepts, values, and terms associated with 21st CCLC are referenced throughout this document. They are defined below to provide clarification and establish a common understanding.

Collaboration
Eligible organizations are required to collaborate in their application for 21st CCLC funds. Collaboration is the means by which people who care about a community or an issue commit to examining and improving the ways that the people and groups affected are inter-related. By bringing together community organizations with school districts, collaborative partners can identify and dedicate multiple community resources to serve children and families. Collaboration can ensure that the children and youth attending a 21st CCLC benefit from the collective resources and expertise throughout the community.

Experience & Practice

Effective collaboration means working together in a group so that the group is better able to achieve a shared vision than any of its component members could achieve alone. Evidence of good collaboration includes:

- Commitment to common goals
- Making and carrying out decisions
- Sustaining relationships
- Sharing ownership and accountability for results

If any collaborative member feels the group is superfluous to its individual success, effective collaboration is not being achieved.

Community-based Organization (CBO)

Under the federal legislation, "community-based organization" (CBO) means a public or private non-profit organization of demonstrated effectiveness that:

- Is representative of the community or significant segments of the community, and
- Provides educational or related services to individuals in the community.

Eligible Entities

The term "eligible entity" means a local educational agency (LEA), cities, counties, community-based organizations (CBOs), another public or private entity (which may include faith-based organizations), or a consortium of two or more of such agencies, organizations, or entities. Local Educational Agency is defined on page 5.

All entities applying for the 21st CCLC grant funds are required to collaborate with LEAs. Organizations must demonstrate the 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 to be served.

Evaluation

Evaluation represents a significant opportunity to use data for continuous program improvement. Developing an effective local evaluation requires that performance indicators be identified against which achievement can be measured through qualitative or quantitative data collection. This can be accomplished through methods including but not limited to surveys, face-to-face or phone interviews, review of records (attendance, test scores, grades, report cards), and review of activity portfolios. The results achieved by the local 21st CCLC and documented with evaluation strengthen the community's commitment to sustain their collaborative efforts beyond the initial grant funding. Specific requirements for the local and statewide evaluations are provided in Section II D of the RFA under Terms of the Grant.

Experience & Practice

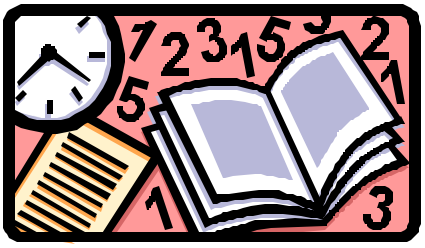
Strong evaluation results are an essential component of the marketing and public relations efforts necessary to develop sustainability funding for the community learning center. Persuasively communicating sound evaluation results with collaborative partners, families, the community at large, counties, cities, nonprofit organizations, businesses, schools, and districts is an ongoing process that is critical to securing sustainability funding.

Family Members

Community learning centers that identify the need, do not have access to existing services for referral or coordination, and are successful in obtaining one of the optional, competitive direct grants for family literacy services must provide services to the adult family members of students participating in the 21st CCLC. Any adult with an ongoing role in raising a child who is receiving services from a 21st CCLC is considered an adult family member eligible for family literacy services if the services are provided and funded through a California 21st CCLC grant. However, These funds may not be used to provide services to adult community members at large.

Integrating the Expanded Day Program with the Regular School Day

Effective integration of the expanded day program with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.



Experience & Practice

Integrating K-12 and after school requires planning and persistence. Communicating with regular school day staff can be challenging if they leave campus at the end of the day. To maximize opportunities for integration, after school program staff must take the initiative to communicate with regular school day staff, and use content areas of the regular school day as content areas for enrichment activities after school. Some programs establish regularly scheduled homework conferences to involve both regular school and after school staff in discussions about children's developmental capacities to handle homework.

Building relationships between regular school and after school staff is critical. For example, sometimes it is helpful for after school staff to plan a "teacher breakfast" or similar event in an effort to build "buy in" and the willingness to communicate regularly.

The best incentive for regular school staff to communicate with after school staff is results. Relationships and efforts to integrate K-12 with after school are solidified when teachers discover that after school students are more easily interested and ready to learn in the regular school classroom, and show improved test scores and language development skills.

Local Educational Agencies (LEAs)
Local educational agencies or LEAs include school districts and county offices of education, both of which qualify as eligible entities for the California 21st CCLC grant. Each 21st CCLC grant requires the participation of an LEA, either as the applicant or as a collaborative partner. LEAs involved as collaborative partners in a grant application submitted by another eligible entity must agree to provide any necessary data for the required evaluation efforts.

Principles of Effectiveness
The 21st CCLC program is based on sound principles of effectiveness that will guide local grantees to identify and implement programs and activities that can directly enhance student learning. All 21st CCLC programs must indicate how each program activity satisfies the principles of effectiveness described in the law. According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- Where appropriate, scientifically based research that provides evidence that the program will help students meet the State and local academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services in core academic areas (such as reading and mathematics) where such research has been conducted and is available.

Program Components
21st Century Community Learning Centers are required to provide the following programmatic components, as authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001*.

1) Academic assistance component
2) Educational enrichment component
3) Family literacy component – i.e., assessment of need for family literacy services among adult family members of students being served by the 21st Century Community Learning Centers

Experience & Practice
After school programs are not intended to extend the direct instruction of the classroom day staff by using "right answer" materials and textbooks. However, parents, regular school staff, and many funders want and need to know that academic support is taking place. All after school programs can support the academic development of participants by maximizing a variety of "teachable" moments to promote cognitive development in the course of any engaging activities in the after school schedule – from field trips to visual and performing arts, even hip-hop. For many participants, especially in middle school, the best academic support is "disguised" teaching – teaching that is unrecognizable to the participant. It is important for staff members to understand and be able to express what they do supports academic achievement.

Program Site
The program site is the physical location at which the 21st CCLC program activities and services will be provided. One program site may serve students from more than one school. The program site selected must be safe, and may be either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Scientifically Based Research
It is appropriate for community learning centers to employ strategies based on scientific research when providing services in core academic areas such as reading and mathematics. Scientifically based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

(1) Employs systematic, empirical methods that draw on observation and experiment;
(2) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
(3) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
(4) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
(5) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
(6) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Youth Development Approach
Youth Development is an approach to working with young people that defines outcomes based on the developmental needs of youth. In the context of the 21st Century Community Learning Centers Program, the concept is demonstrated by providing young people with the opportunity to participate in the design, delivery and evaluation of a program. This effectively creates an environment that supports youth in meeting their personal needs and building the skills necessary to function successfully in their daily lives.

II. GENERAL GRANT INFORMATION

A. CRITICAL DATES FOR THE REQUEST FOR APPLICATION PROCESS

July 22, 2002	Request for Application available on California Department of Education Web site and informational letter issued.
July 31, 2002	RFA Information Session Digital Broadcast (Please see inside cover pageS for locations.)
September 27, 2002	***Applications must be postmarked or received by the California Department of Education, Healthy Start and After School Partnerships Office by September 27, 2002. (Hours 8:00 a.m. - 5:00 p.m. Monday-Friday)***
November 15, 2002	Grant Awards announced

B. GENERAL PROVISIONS OF THE 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

Who May Apply

Local Education Agencies (LEAs), community-based organizations (CBOs), cities, counties, public or private entities (including faith-based organizations), or a consortium of two or more of such agencies, organizations or entities responding to this Request for Applications (RFA) may apply for 21st CCLC program funding. Please note that a school may participate in only one 21st CCLC application for funding.

Currently funded 21st CCLC grantees (administered under the Federal 21st CCLC program) or current Before and After School Learning and Safe Neighborhoods Partnerships Program (B/ASLSNPP) grantees are eligible to apply for 21st CCLC grant funds for the following purposes:

a) To expand to additional schools that have not been previously funded. (Such applicants are eligible for core and/or direct grant funding, as described in Section III A under Funding); or
b) To add students to a program site currently being served through either a B/ASLSNPP or federally funded 21st CCLC grant. (Such applicants must propose to provide services to more than 25 percent additional students.)

Note: After School Learning and Safe Neighborhoods Partnerships Program (ASLSNPP) 1999-2002 grantees that received Provisional Re-certification in 2002 are ineligible for expansion funds through a 21st CCLC grant until the State-funded program is fully re-certified.

Prioritized Eligibility for Funding
A total of $37,367,000 in funding has been allocated for 21st CCLC grants to programs serving elementary and middle school students. A total of $2,500,000 in funds has been allocated for programs serving high school students. Grantees awarded a 21st CCLC grant will receive a five-year grant in annual installments. Each year's annual installment of funds is contingent on the availability of federal funds and receipt by CDE of the annual allocation of 21st CCLC program funds from the California state budget.

Consistent with federal legislation, CDE must restrict grant awards to only those applications that propose to primarily serve students who attend schools that are eligible as Title I schoolwide programs. Competitive priority will be given to applications that propose to serve children and youth in schools designated in need of improvement under Title I (Section 1116) *and* that are jointly submitted by local educational agencies receiving funds under Title I and a community-based organization or other public or private entity.

For clarification, Title I schoolwide programs are those in which at least 40 percent of the students qualify to receive free or reduced-cost meals through the National School Lunch Program under the United States Department of Agriculture. To satisfy this requirement, more than 80 percent of the schools in each application must meet the free or reduced-cost meals criteria, and the non-qualifying schools must be located within the same community. Please visit http://data1.cde.ca.gov/dataquest to verify that your school meets the free or reduced-cost meals criteria. Section 1116 refers to those programs that have not met Title I goals for the past two years. Competitive priority is defined as preference over an application of comparable merit that does not meet the criteria.

C. FUNDING

Grant awards to serve elementary and/or junior high/middle school students are available through two parts: core funding and optional direct grant funding. Core funding is available for after school or before and after school programs and is based on student attendance. The second part is awarded through two optional direct grants, each of which is available on a competitive and limited basis. One of the direct grants offers the opportunity for funding assistance to provide equitable access to and participation in programs according to needs determined by the local community. The second offers the opportunity for funding assistance to schools/sites that identify a need to provide family literacy services to families of students participating in 21st CCLC programs.

Core funding:

Community learning centers may apply for core funding based on student attendance to support:

- **An after school program only; or**
- **A before and after school program.**

Schools operating a before and after school program will be funded for each component, as described below.

Core funding is comprised of *base* and *supplemental* funding.

1) After School Programs

Base funding under a 21st CCLC grant for **after school programs** will be funded at $5 per day for each participating student, with a maximum of $75,000 for elementary schools served, and $100,000 for middle and junior high schools served. For larger than average size schools, these amounts may be increased up to twice these limits, using the following formula below (to obtain school enrollment, refer to the CBED data available at www.cde.ca.gov/dataquest).

> **For elementary schools,** multiply $75 by the number of pupils enrolled at the schoolsite for the normal school day program that exceeds 600.
> **For middle schools,** multiply $75 by the number of pupils enrolled at the schoolsite for the normal school day program that exceeds 900.

Supplemental after school funds may be provided to operate a program during any combination of non-school days including Saturdays, holidays, summer, or intersession recess periods. These grants will also be funded at the same rate of $5 per day for each participating child up to a maximum of 30 percent of the after school base grant amount.

2) Before School Programs

Before school programs will receive *base* funds of up to $3.33 per day for each student participating in a program. A program's actual before school component funding rate will be calculated by multiplying $3.33 by the number of minutes the before school program operates per day, divided by 120, which provides the program's funding rate per child, per day.

Example: A before school program component operates for 90 minutes per day
$3.33 X 90 minutes divided by 120 = $2.50 (program's daily funding rate)

Each program will state the number of minutes that their before school component will operate. Programs must adhere to the approved minutes for their before school component (calculated as described above), and will not be able to adjust the amount of minutes the before school program is in operation throughout the duration of the grant. In other words, a program can only be funded for the number of minutes of operation applied for and approved, as long as the program operates a minimum of an hour and a half, a maximum of two hours, or any increment in between.

Before school program funding is subject to a maximum of $25,000 annually for elementary schools, and $33,000 for middle and junior high schools. For larger than average size schools, these amounts may be increased up to twice these limits, using the formula below (to obtain school enrollment, refer to the CBED data available at www.cde.ca.gov/dataquest).

> **For elementary schools,** multiply fifty dollars ($50) by the number of pupils enrolled at the schoolsite for the normal school day program that exceeds 600.
> **For middle schools,** multiply fifty dollars ($50) by the number of pupils enrolled at the schoolsite for the normal school day program that exceeds 900.

Supplemental before school funds may be provided to operate a program during any combination of non-school days including Saturdays, holidays, summer, or intersession recess periods. These grants will also be funded at the same rate as the before school *base,* up to $3.33 per day for each child participating, and for a maximum of 30 percent of the before school base grant amount.

Core funding for each grant will be allocated in annual increments for a period not exceeding five years. The first year grant award of core funding will be based on achieving at least 70 percent of the proposed student attendance. The second year core funding will be based on achieving at least 85 percent of the proposed student attendance. Each subsequent year of core funding must be based on achieving 100 percent of the proposed student attendance.

Direct grant funding:

Two optional direct grants are available on a competitive and limited basis statewide as follows:

1) Direct Grants for Access:
   - $3,500,000 is available statewide to fund direct grants of up to $25,000 per program site (regardless of number of schools served at the program site) per year for providing equitable access to and participation in programs according to needs determined by the local community.

2) Direct Grants for Family Literacy Services
   - $1,000,000 is available statewide for programs serving elementary and middle school students to fund direct grants of up to $20,000 per program site (regardless of number of schools served) per year for providing family literacy services based on need.

Consistent with the local partnership approach inherent in the intent of the 21st Century Community Learning Centers program, these direct grants are intended to provide additional assistance to programs, and not necessarily to fund the full anticipated costs of these services. The designated representative for the applicant is required to certify that an annual fiscal audit will be conducted. In addition, applicants will be required to provide an assurance stating that the funds were expended only for those services and supports for which they were granted. Award of these direct grants will be based on a justification for specific uses. Annual budget reports are required detailing expenditures related to the direct grant funds, and CDE has the authority to withhold funds in subsequent years if direct grant funds are expended for purposes other than as awarded.

Minimum grant awards:

The minimum grant awarded will be $50,000 per program site per year. This $50,000 can be comprised of any combination of the funding elements.

D. TERMS OF THE GRANT

Program Components

All grantees are required to provide an Academic Assistance component and an Educational Enrichment component. In addition, applicants must address the needs of family members of students participating 21st CCLC through a Family Literacy component.

Academic Assistance Component
The academic assistance component must incorporate a broad array of activities that are designed 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, mathematics, and science. Examples of such activities and programs include, but are not limited to, the following:

- Remedial education activities;
- Reading and language arts activities;
- Mathematics and science education activities;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that emphasize language skills and academic achievement for limited English proficient students;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Entrepreneurial education programs;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement.

Educational Enrichment Component
The educational enrichment component must offer an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students. Examples of such activities include, but are not limited to, the following:

- Youth development;
- Arts and music education activities;
- Recreational activities;
- Technology education;
- Drug and violence prevention programs;
- Counseling and character education programs;
- Other learning support opportunities such as service-learning, mentoring, and coordinated school health.

Family Literacy Services Component
Applicants must assess the need for literacy services among the adult family members of the students who are expected to participate in the 21st CCLC program. Applicants who identify such a need and certify that existing resources such as, but not limited to, funding for Title III federal programs, Proposition 227, adult education, community college, and Even Start are not available and/or sufficient to serve those families, may apply for a direct grant to provide family literacy services to the adult family members of participating students.

Family literacy services are defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent

literacy training that leads to economic self-sufficiency; and (4) age-appropriate education to prepare children for success in school and life experience. Item (4) is expected to be satisfied through the after school or before and after school components of the 21st CCLC program. Examples of family literacy services that may be funded using 21st CLCC funds include, but are not limited to, the following:

- Reading and literacy classes that support and strengthen reading, writing, speaking, and listening skills;
- Adult education classes;
- GED completion classes;
- English language literacy classes;
- Employment and interview support classes; and
- Expanded library service hours.

Site Eligibility

Federal legislation supports the provision of services for children, youth and their families in elementary and secondary school-site settings or at other locations that are at least as available and accessible as the school site. (Elementary schools and secondary schools are defined as any non-profit institutional day or residential school, including a public charter school.) Applicants proposing to provide services through the 21st CCLC grant must provide documentation that:

- The applicant, school district, and school site are in agreement about the program site;
- If an off-campus program site is proposed, the program location will be at least as available and accessible as it would be if it were located at the school site;
- There is a clearly defined plan of communication between the alternate site and the school(s), including the alignment of the academic assistance component; and
- Safe transportation between the school and the alternate site will be provided.

Applicants providing programs at locations other than school sites may be required to secure a license. The California Department of Social Services (CDSS), Community Care Licensing Division (CCLD), has responsibility for licensing Child Care facilities under authority of the California Health and Safety Code (Sections 1596-1597, et. seq.) and to enforce minimum standards contained in Title 22, Div. 12, California Code of Regulations. Please refer to the Community Care Licensing Division's Web site at http://ccld.ca.gov/docs/attachments/childcare_rolist.pdf for more information.

Scope of Operation

All California 21st CCLC serving elementary and/or junior high/middle school students must:

- Operate after school programs at least three hours per day, beginning when school dismisses;
- Operate five days per week during the regular school year; and
- Offer a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements.

All California 21st Century Community Learning Centers proposing to provide a before school program must:

- Operate the before school program at least 90 minutes per day ending just before school begins;

- Operate five days a week during the regular school year; and
- Offer a daily, nutritious breakfast that meets the requirements of the USDA School Breakfast Program.

California 21st Century Community Learning Centers programs that operate on non-school days will be required to operate for at least three hours, and to offer a daily nutritious breakfast and/or snack that meets the USDA requirements.

Program Attendance Requirements

Each program's local collaborative partners will determine required attendance patterns for the after school or before and after school programs. Based on experience and research, the California Department of Education recommends that programs require elementary student attendance every day and middle school attendance at least three days per week of the five-day program.

Experience & Practice

An in-depth analysis of state and local evaluations of the After School Learning and Safe Neighborhoods Partnerships Program demonstrates that the largest gains in attendance and achievement is typically among those students who participated at the highest level, referred to as "higher dosage" participants. The statewide and local evaluations of the ASLSNPP in both 1999-2000 and 2000-2001 demonstrated a range of positive effects and are consistent with studies of elementary after school programs conducted over the past decade across the nation. The California evaluations are distinctive, however, in that they also show patterns of positive impacts among middle school students. In both grade spans improvements often increase with additional length of participation-dosage. The increase in SAT 9 Math scores above the 25th percentile for students attending the program more than 150 days in 1999-2000 were substantially larger than those found statewide, and increases among this category of high dosage participants in 2000-2001 were more than twice as large as those found statewide (4.9 percent vs. 1.9 percent).

Analysis of local evaluations shows the same positive impact of higher dosage in the After School Programs. For example, in Santa Ana Unified School District, higher dosage participants demonstrated large improvements on SAT9 scores while non-participants matches frequently demonstrated declines in performance. Evidence of ASLSNPP dosage effects for SAT9 scores was found for the Los Angeles Unified School Districts agencies serving middle school students. The percent of students who improved in SAT9 Reading scores and the number who improved in SAT9 Math scores increased with the number of days attended. There was, in addition, a statistically significant association between the number of months students participated in the program– dosage -- and decreases in the number of days absent. For example, in the Lindsay Unified School District, somewhat larger gains were experienced among higher dosage students who participated in the ASLSNPP for 120 days or more. Similarly, in the Vacaville Unified School District, higher dosage participants outscored the rest of the school in Reading and Math in all but one grade level.

Award Duration

California will offer a five-year grant award. Following the five-year grant award period, former California-awarded 21st CCLC grantees that have satisfied programmatic and fiscal requirements issued by the California Department of Education may apply for continued funding through a

new grant cycle application. However, this will be a competitive grant process, and continuation funding is not assured.

Sustainability Plan

Grantees will not be required to provide a budget match, and applicants are discouraged from proposing to charge fees. However, all applicants are expected to identify and engage collaborative partners who can contribute to developing a vision and planing for financial capacity to support and eventually sustain the community learning center after the five-year grant funding ceases. Applicants are required to provide a preliminary Sustainability Plan documenting that a committed, collaborative partnership has been developed. The plan must include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing each contribution.

Staffing Requirements

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21st CCLC program to have specific qualifications. However, if the 21st CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following:

- 2 years of higher education;
- An Associates degree; or
- Pass a formal assessment.

Paraprofessionals who were hired before January 8, 2002, must meet the above requirements by January 8, 2006. Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements. In addition, if the 21st CCLC program uses senior volunteers, they must be appropriately qualified to serve as volunteers, and grantees will be required to describe the minimum qualifications in the grant application.

Experience & Practice

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, California's successful Before and After School Learning and Safe Neighborhoods Partnerships Program establishes the following key requirements for staff qualifications and staffing ratios:

- All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district;
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is allowable and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors;
- All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Reporting Requirements
Applicants who are awarded 21st CCLC grants are required to provide annual fiscal and evaluation reports to the CDE. Grantees will receive a supplemental budget packet that details fiscal and attendance reporting requirements with the grant award package.

Evaluation/ Program Accountability Requirements
All 21st CCLC grantees will be responsible for fulfilling the two evaluation requirements:

1. Plan and conduct a comprehensive, rigorous local evaluation of program effectiveness. Grantees will be expected to use the evaluation results to refine, improve, and strengthen the program, as well as to make the evaluation results available to the public, upon request.
2. Submit requested annual outcome-based data to the CDE, including measures for academic performance, attendance, and behavioral changes, including:
    - Student level data from the annual Standardized Testing and Reporting (STAR) program.
    - Student level data regarding the attendance in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).
    - School and program level data from the California Healthy Kids Survey (CHKS).
    - Qualitative data describing the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

Experience & Practice

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, grantees should identify data sources available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success. The resources listed below will be a great help in planning your local evaluations.

Planning for Evaluation, developed by the Healthy Start Field Office at the University of California, Davis offers valuable practical advise on designing and implementing a comprehensive local evaluation. The Healthy Start Field Office can be accessed at (530) 752-1277 or 754-6847, or http://hsfo.ucdavis.edu.

After School Online Center, developed by the University of California, Irvine offers valuable program evaluation and program management help for after school programs. The Center can be accessed at http://www.gse.uci.edu/asp/.

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.

In addition, the U.S. Department of Education and the American Institutes for Research developed a *Continuous Improvement Management Guide for 21st Century Community Learning Centers* to address the need for on-going self-assessment and self-evaluation of 21st CCLC Programs. To download the Continuous Improvement Management Guide, go to www.ed.gov/offices/OUS/PES/21cent/cim226.pdf.

E. HOW FUNDING MAY BE USED

21st Century Community Learning Center grant funds are awarded on a competitive basis for a five-year period, and are disbursed in one-year increments.

Grant awards to serve elementary and/or junior high/middle school students are available in two parts: core funding and optional direct grant funding. Core grant funds may be used for staff, materials, services, training, equipment, supplies, evaluation, facilities, or other purposes, except as specifically limited by the statute or by CDE.

Optional direct grant funds available are available on a limited and competitive basis, and are described in Sections D and E. These direct grant funds may only be used for the specific services and supports for which they are granted. Within this limitation, these direct grant funds may be used for staff, materials, services, training, equipment, supplies, or other purposes, except as specifically limited by the statue or by CDE.

Grantees that are local educational agencies are permitted a certain amount of flexibility in their use of program funds, as follows:

- *Consolidation of Local Administration Funds*
  With approval from the California Department of Education (CDE), LEAs may consolidate administrative funds with any other administrative funds available from ESEA programs, consistent with the administrative provisions established for each program. Such consolidation may enhance the effective and coordinated use of administrative funds under the consolidated programs.
- *Schoolwide Programs*
  LEAs are permitted to consolidate and use funds under Part A of Title I together with 21st CCLC and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21st CCLC award.
- *Rural Education Initiatives*
  LEAs eligible for the Rural Education Achievement Program (REAP) may use their "applicable funding" [funds received under the Improving Teacher Quality State Grants (Title II, Part A), Educational Technology Formula Grants (Title II, Part D), State Grants for Innovative Programs (Title V, Part A), and Safe and Drug-Free Schools and Communities (Title IV, Part A)], to carry out activities authorized under the California 21st Century Community Learning Centers Program.

Grant Budget Restrictions

The following grant budget restrictions apply.

- Attendance requirements for core funding apply to the before school program and after school program independently, and CDE will require separate attendance reporting for each. Further, attendance requirements for base and supplemental funding will require separate attendance reporting. Therefore, attendance may not be transferred or combined between either the before school and after school program components or the base and supplemental funds.

- The 21st Century Community Learning Centers Program CCLC program is intended to serve as a supplementary program that can enhance an LEA's reform efforts to improve student academic achievement and help students perform well on local and State assessments. CDE strongly encourages local programs to identify other sources of related funding and to describe in the 21st CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, State and local programs that also offer after school services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public resources. It is not the intent of the 21st CCLC grants to drive away or compete with other programs.

Experience & Practice

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for "Afterschool Snacks," and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day.
In no case, however, may 21st CCLC funds be used to supplant other federal activities.

- An organization participating in the 21st CCLC program receiving funding for an after school or before and after school program may expend no more than 15 percent of annual core funding on administrative costs. Indirect costs are included in administrative costs.
- Administrative cost restrictions apply only to core grant funds, and do not apply to optional direct grant funds.
- LEAs or other organizations may charge indirect costs to the 21st CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All grantees must have, or must establish, an indirect cost rate agreement to charge indirect costs to

a grant. A grantee that does not have a current indirect cost rate may consult the district office of the LEA participating in the grant application and use that district's rate. Indirect costs are included in administrative costs and shall be the lesser of: 1) 5 percent of the grant amount, or 2) the agency's indirect cost rate.

- A school district's indirect costs may not exceed the CDE approved rate for the current fiscal year. The approved rates for the most current year plus three prior years are posted annually on the Department's web site at <www.cde.ca.gov/sfsdiv/financial/icr.htm.> The applicable rate is the one for the year during which the expenditures occurred, and it usually changes each fiscal year.
- To calculate indirect cost amounts, use the following formula (see budget forms): Total of expenditure series categories 1000 through 6000 x indirect cost rate = indirect costs.
- An organization that receives a 21st CCLC grant may use the 21st CCLC funds for allowable costs only during the grant award period.
- Under the 21st CCLC program, grantees may carry over unobligated core 21st CCLC funds, provided that each participating program site named in the application is making substantial progress in implementing its 21st CCLC program. CDE will conduct an annual review to determine whether sufficient progress is being made. If CDE determines that a grantee is not making substantial progress at one or more schools/sites and decides not to award the grantee all or part of the grant funds for the subsequent grant year, then CDE may redistribute any unobligated funds to other participating LEAs.
- Unexpended direct grant funds may not be carried forward to subsequent fiscal years.
- CDE discourages applicants from proposing to charge fees although community learning center programs and services funded through 21st CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to its financial situation. Programs that propose to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application.
- 21st CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through any source.

Overpayment Process

If the 21st Century Community Learning Center receives excess funds in any fiscal year due to serving fewer students than the minimum planned or inappropriately uses grant funds, the CDE may reduce any subsequent allocations by an amount equal to that overpayment. If the community learning center stops program operation, the CDE will bill the 21st Century Community Learning Centers Program grantee for the amount of the overpayment. If payment is not received within three months of the billing invoice date, an amount equal to the overpayment shall be withheld from the next principal apportionment to the agency. For agencies other than LEAs, the CDE will bill the agency for the amount of the overpayment and pursue appropriate legal remedies if not paid.

F. APPLICATION REVIEW AND GRANT AWARD PROCESS

The Deputy Superintendent of the Child, Youth, and Family Services Branch in CDE will select applications for funding, based on the recommendations of the 21st Century Community Learning Center Program grant application reviewers.

Consistent with federal legislation, the funding priorities described in Section IIB apply, and clearly center around applicants that propose to primarily serve students who attend schools eligible for Title I schoolwide programs. Once this requirement and the priorities for funding are satisfied, the quality of the application will be the primary criterion for selection.

Screening Process

All applicants will be screened for eligibility and demonstrated fiduciary responsibility/sufficient fiscal resources. All applicants must complete Form B1, and demonstrate that they either possess or plan to secure sufficient fiscal resources. CDE strongly recommends that applicant agencies possess sufficient resources to start up and operate the program for a period of up to three months without any cash receipts from the State.

In addition, applicants may be screened for the capacity to administer the program, as follows:

- Applications from agencies and organizations other than an LEA, city, or county will be screened for capacity to administer the program based on:
    - Previous experience with grant funding at the city, county, state and/or federal level;
    - Evidence of a clear and documented plan of communication and linkage with the school district and school site.
- 21st CCLC grantees (administered under the Federal 21st CCLC program) whose programs have ceased operation will be screened for capacity to administer the program as demonstrated by clear evidence that the goals set in the previous 21st Century Community Learning Centers grant have been achieved.
- Currently funded 21st CCLC grantees (administered under the Federal 21st CCLC program) or current Before and After School Learning and Safe Neighborhoods Partnerships Program (B/ASLSNPP) grantees will be screened for capacity to administer the program as demonstrated by:
    - Evidence of achievement of the goals set in the current program;
    - Program attendance levels in the 2001-2002 year.

Finally, all proposals will be screened for compliance with the RFA. The readers will disregard excess narrative and/or attachments. See "How to Apply for Funding" for specific format instruction. CDE reserves the right to disqualify applications that do not:

- Include all required sections of the proposal;
- Include the original signatures of the superintendent of the participating school district, the principal of each participating school, and the authorized representative of the agency submitting the application (if different); or
- Comply with the requirement that proposals be postmarked or received by September 27, 2002.

Criteria and Scoring System
The initial ranking of applications will be conducted by community representatives including city and county staff, teachers, administrators, board members, parents, staff of children's service groups, before and after school program providers, private and community-based organizations, faith based organizations, and CDE staff. Other experts may be called upon, as needed. All representatives will receive training and then review and score applications at the 21st Century Community Learning Centers Readers' Conference.

Applications will be reviewed using the scoring criteria on pages 32-35. The key concepts of the 21st CCLC program, as described in this RFA, form the basis for the scoring criteria. The scoring rubric sets out four possible scale points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application, and then the four sections are totaled. CDE reserves the right to require a score of "3" or "4" elements of the rubric concerned with programmatic components. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard.

Determination of Award Amounts
A total of **$39, 897,000** in federal funding is available in the 2002/03 California State Budget Act to provide funding for local 21st Century Community Learning Center programs.

Successful grant applications will be funded at the level requested if the program application is well justified and the budget submission is realistic and well supported. However, CDE reserves the right to fund applications at a lesser amount if the application can be implemented with less funding. Furthermore, if funding is not sufficient to fully fund all applications that merit award, CDE reserves the right to fund applications at a lesser amount or to prioritize funding of those applications.

Statutes require that grants be distributed equitably to applicants in northern, central, and southern California, and in urban, suburban, and rural areas, to the extent possible.

Award Notification
Notification of awards will be made in writing to applicants on or before November 15, 2002, and posted on the CDE after school Web site at www.cde.ca.gov/afterschool/. **We will be unable to respond to telephone calls regarding grant awards until November 18, 2002.**

Appeal Process
Applicants who wish to appeal a grant award decision must submit a letter of appeal to the California Department of Education (CDE), Healthy Start and After School Partnerships Office, 1430 N Street, Suite 6408, Sacramento, CA 95814. **The letter of appeal, with an original signature by the authorized person who signed the application, must be received by December 13, 2002.**

Appeals shall be limited to the grounds that CDE failed to apply correctly the standards for reviewing the applications as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal

position, and the remedy sought. Incomplete or late appeals or appeals that only refute the readers' comments (which are provided for technical assistance alone) will not be considered.

The application will be re-evaluated by CDE staff or designees. The final decision will be made in writing by the Deputy Superintendent of Public Instruction of the Child, Youth and Family Services Branch by January 10, 2003. That decision shall be the final administrative action afforded the appeal.

III. HOW TO APPLY FOR FUNDING

A. Instructions for Completing an Application

1. DUE DATE

Applications must be received or postmarked by the U.S. Postal Service, United Parcel Service (UPS), Federal Express, etc., to the CDE, Healthy Start and After School Partnerships Office on or before September 27, 2002.

2. APPLICATION PACKAGE CHECKLIST FOR YOUR USE:

Due by September 27, 2002

ITEMS MUST BE SUBMITTED IN THE FOLLOWING ORDER.

Core Grant Materials (Required of all Applicants):

- ☐ 21st Century Community Learning Centers Program Application for Core Funding (Forms A1, A2, A3, B, and B1)
  Authorized* signature required.
- ☐ Drug Free Workplace Certification (Form C)
  Authorized* signature required.
- ☐ Assurance and Agreements (Form D)
  Authorized* signature required.
- ☐ Collaborative Signatures (Form E)
- ☐ 21st CCLC Core Grant Application Budget (Forms F1, F2, G1, G2)
- ☐ Budget Narrative for Core Grant (3-page maximum)
- ☐ Program Narrative for Core Grant (20-page maximum)
- ☐ Attachments (10-page maximum)
- ☐ Memoranda of Understanding (no page limitation)

Optional Direct Grant Materials

1. Direct Grant for Access:
   - ☐ Application for funding
   - ☐ Narrative Justification/Specific Uses (3-page maximum)
   - ☐ Budget Form
   - ☐ Budget Narrative (1-page maximum)
   - ☐ Additional Assurances

2. Direct Grant for Family Literacy Services:
   - ☐ Application for funding
   - ☐ Narrative Justification/Specific Uses (3-page maximum)
   - ☐ Budget Form
   - ☐ Budget Narrative (1-page maximum)
   - ☐ Additional Assurances

* *Persons authorized to submit an application include: 1) superintendent of a county office of education or local school district, 2) superintendent of a county or city or county/city agency, 2) authorized representatives of community-based organization, faith based organization, or another public or private entity, and 3) authorized representatives of a consortium of two or more such agencies, organizations or entities.*

3. CORE GRANT APPLICATION NARRATIVE

Refer to Section III B for information on the grant narrative, budget, and scoring criteria.

The narrative for grant applications is limited to twenty (20) single-sided, 8-1/2" by 11" pages (not including required budget forms, other required documentation forms, memoranda of understanding, sustainability plan and attachments). Pages should be clearly numbered. If the number of pages exceeds the maximum limit, the extra pages will not be read or scored.

Top, bottom, left, and right margins should be 1-inch minimum. Use a 12-point font that does not exceed 6 lines per inch. Note that charts or other graphic displays need not be consistent with these requirements. Make sure your application is readable; please do not use a compressed, narrow, or script font. The application readers will appreciate your compliance with these specifications.

4. ATTACHMENTS AND MEMORANDA OF UNDERSTANDING

You may attach documents that support the narrative, not to exceed 10 pages. If documents are printed back-to-back, each side will be counted as one page. Attachments that are a continuation of the narrative will not be considered. Please identify each attachment (e.g., "Parent Letter," "Program Effectiveness Data," "Organization Chart") in the upper right-hand corner. A table of contents for the attachment section is helpful to the application reviewers.

Memoranda of Understanding (MOUs) describing the commitments of local collaborative members are <u>not</u> included in this 10-page limitation and may be two-sided. Though not legally binding, MOUs need to clearly describe the specific commitments of staff, services, facilities, equipment, or resources provided by each partner, including estimated monetary value. The commitments of the LEA to the before and/or after school program may be documented in a MOU. A table of contents for the MOU section is helpful to the application reviewers.

All attachments and letters of support must be submitted in English or include a translation into English. Many readers are not bilingual. [If original and translation are provided, they will be counted as the same page (s) if the English version is clearly marked “translation” in the upper right-hand corner.]

All attachments and MOUs must be included in the application to be considered in the review process. CDE cannot add items to the applications received, nor can CDE remove items from the applications received. If any adjustment to the application is needed, you may replace the *entire* application with another, complete application *prior* to the due date.

5. APPLICATION PREPARATION AND SUBMISSION

Provide the original and TWO (2) copies of each application. Please reproduce copies on white paper. Staple the application together; do not use binders, folders, sleeves, or cover letters.

6. APPLICATION SHOULD BE DELIVERED OR MAILED TO:

Healthy Start and After School Partnerships Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814

Note this is a new address for this office!

B. 21st CENTURY COMMUNITY LEARNING CENTERS CORE GRANT NARRATIVE

21st Century Community Learning Centers program grants are offered to assist communities in establishing locally driven community learning centers that provide after school or before and after school programs. Such programs are expected to provide academic assistance and educational enrichment activities for youth. If any of the application sections or requested information can be provided using specific, pertinent sections from an existing planning or reform process, applicants may use this information. Assume the readers are not familiar with your program, community, and acronyms.

In a narrative of no more than twenty (20) pages (see section III A for specific requirements) respond to the following:

1. **Description of Required Programmatic Components:**
   - **Academic Assistance Component**
   - **Enrichment Component**

(A) For the two required components of the 21st CCLC program listed above, describe in this section the activities to be funded for the after school, before and after school, and non-school day, if applicable (i.e., Saturdays, holidays, summer, or intercession recess,). Make certain to include information that responds to each of the following criteria.

- Document the need for the after school, before and after school, or non-school day program you are proposing to develop, making certain that the scope of the needs assessment undertaken focuses on needs that a 21st Century Community Learning Center program can address. For example, include information such as:
  - Total number of students below grade level;
  - Total number of students in Title I school wide programs or schools in your area in which at least 40 percent of the student population is eligible to receive free and reduced priced meals;
  - Rates of juvenile crime;
  - Attendance rates or truancy rates;
  - Dropout rates or high school completion rates;
  - Number eligible for free or reduced lunch;
  - Estimate of unmet need for before and/or after school programs;
- Describe how the needs of your community were assessed;
- Describe how your program will address these needs;
- Explain how your program was developed, demonstrating that it was developed with and will be carried out in active collaboration with the schools the students attend.
- Demonstrate that your organization has experience or the 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;
- Describe how youth have been and will be involved in the design and implementation of your program;
- Provide documentation of how activities planned are expected to improve student academic performance;

- Provide a description of how the activities will meet the "principles of effectiveness" by being based on:
    - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
    - Scientifically based research, where appropriate, that provides evidence that the program or activity will help students meet State and local student academic achievement standards.
- Briefly discuss your process for conducting and the results of your needs assessment for family literacy services. Discuss your plan to refer to or coordinate with existing family literacy services. If you are applying for a direct grant for family literacy services, you will be asked for additional information in a separate narrative dedicated to your proposal to provide the family literacy services.

2. Description of Collaboration and Partnerships

Communities implementing a 21st CCLC program should build upon existing local collaboratives and connect with existing program strategies to provide a unified, integrated system of service for children and youth. In this section, describe your collaborative process and relationships. Identify the collaborative partners involved in developing, implementing, and providing ongoing/sustaining support to the 21st CCLC. Be certain to address the following in the description of your collaboration and partnerships.

- Identification of federal, State, and local programs that will be combined or coordinated with the proposed program to achieve the most effective use of public resources. (Applicants are reminded that grant funds may be used to supplement, not supplant, existing services. That is, programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through any source.)
- Description of the development and plans for the ongoing maintenance of a partnership between the local educational agencies, a community-based organizations, and another public or private organizations (if appropriate) to support the implementation of the proposed program;
- Description of the collaborative's plan for continuing the 21st CCLC program beyond the five-year grant funding. The Sustainability Plan should demonstrate a sound and realistic approach to sustaining the community learning center after State funding ceases, and should identify contributing collaborative partnerships that have been developed in the community, as well as the proposed governance structure established to guide the community learning center's interactions with the collaborative partners. The plan should include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing each contribution. Commitments may include in-kind support, staff development, transportation, and cash commitments pledged by local partners such as cities, counties, school districts, community-based organizations, the business community, and private/community foundations.

Reminders: Members of your collaborative must sign Form E. The principals of all participating schools must also sign Form B, and school district/county office of education superintendents involved in the application must sign Form B.

3. Program Administration

In this section, describe your plans for establishing and managing the 21st CCLC in your community. Be certain to include:

- Identification of the applicant agency and description of qualifications, and relevant 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. (Describe both grant management and programmatic experience);
- Documentation of the applicant partners' 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 students;
- Description of program design and budget, which demonstrates that they are well connected and highly cost-effective.
- Identify any federal, State, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources;
- Description of the effective, evidence-based, and varied activities to be provided;
- Description of the program site, and your assurance (as well as reason for concluding) that the program will take place in a safe and easily accessible facility;
- Description of how you will disseminate information about the program to the community (including program location) in a manner that is clear, understandable, and accessible;
- Description of how students will travel safely to and from the program and home, if program activities are offered off the school site;
- Description of a plan for both the ongoing, thorough assessment of staff development strengths and needs for all service providers (paid and volunteer) and the delivery of staff development training/services.
- Description of proposed staffing, minimum qualifications, and student to staff ratios;
- Description of plan to involve and communicate with regular teaching and support staff; and
- Description of how qualified senior volunteers will be used, if the applicant intends to do so.

4. Evaluation/ Program Accountability

California will require 21st CCLC grantees to submit annual outcome-based data for evaluation, including measures for academic performance, attendance and behavioral changes. These measures must include but are not limited to the following:

- Student level data from the annual Standardized Testing and Reporting (STAR) program.
- Student level data regarding the attendance in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).

- School and program level data from the California Healthy Kids Survey (CHKS).
- Qualitative data describing the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

CDE encourages LEAs to gather all achievement data necessary to evaluate the effectiveness of the proposed program. LEAs should also be responsible for sharing the content area standards and curriculum with their partners.

- Describe your plan for acquiring and reporting all required evaluation data to CDE.
- Describe how you will conduct a rigorous evaluation of program effectiveness on a local level.
- Describe how you will use local and state evaluation data to refine, improve, and strengthen your program.
- Describe your plan to publicize and make available your local evaluation report.

5. Core Grant Budget

Use Forms A3, F1, F2, and G1 to provide separate annual program budgets for each applicable component of the budget, as follows:

Core funding – Prepare *one* program budget representing the base and supplemental grant components below that you are proposing.

For elementary and/or middle school programs:

- Base grant
  - After school funding
  - Before school funding, if applicable
- Supplemental funding of non-school days including Saturday, holidays, summer, or intercession recess programs, if applicable.

Please refer to Form G2 for a listing of the expenditure codes. For a detailed description of these expenditure classifications, refer to the California School Accounting Manual. (Available from the CDE Publication Sales Unit for $28.50 each plus sales tax at 800-995-4099.)

The following restrictions apply to the use of grant funds:

- A maximum of 15 percent of grant monies may be used for administrative costs. Indirect costs are included in administrative costs and shall be the lesser of: 1) 5 percent of the grant amount, or 2) the agency's indirect cost rate.
- A school district's indirect costs may not exceed the CDE approved rate for FY 2002-2003 (released in February 2001 by the CDE Financial Accountability and Information Services Office http://www.cde.ca.gov/fiscal/financial/icr/ICRfull.pdf).
- To calculate indirect cost amounts, use the following formula (see budget forms): Total of expenditure series categories 1000 through 6000 x indirect cost rate = indirect costs.

The first installment grant payment will include start-up funds (comprised of fifteen percent of the first year of attendance-based core funding), projected first quarter core funding, and any awarded optional direct grant funds.

Applicants are encouraged to budget adequately to meet requirements for supporting staff development needs of program staff, including regional, state, and national trainings. State and national trainings will be offered three times per year on average. In addition, applicants are encouraged to adequately budget to ensure availability of funds for conducting a comprehensive local evaluation and the provision of data for the statewide evaluation.

Applicants must verify on Form D (Assurances and Agreements) that 21st CCLC grant funds will be used to supplement, and not supplant, existing funds.

6. Budget Narrative for the Core Grant

Provide up to a three (3) page narrative annual budget justification by category. Give specific information about roles, time base, and salary of the staff and consultants, equipment specifications and justification, a clear description of services to be purchased, etc. Applicants should provide an appropriate budget justification for local and state level evaluation needs. Explain how your budget reflects the requirement to supplement and not supplant funds. Identify any funding that will be contributed by collaborative partners on either an in-kind or cash basis, and be certain to explain how it will be used in your program. Private funds or in-kind contributions from other agencies demonstrate community support.

Scoring Criteria for 21st Century Community Learning Center Programs

Application Score:			
	Effective Programmatic Components	(2-8 points)	Points
	Effective Collaboration and Partnerships	(1-4 points)	Points
	Program Administration	(1-4 points)	Points
	Capacity for Effective Evaluation	(1-4 points)	Points
		TOTAL	

***Effective Programmatic Components: Academic Assistance, Enrichment, & Family Literacy Needs Assessment**

8 Points	6 Points	4 Points	2 Points
• Assessment of objective data very clearly defines the need for a before and/or after school program (may include Saturday, holiday and summer recess), evaluates community resources available, and convincingly documents how proposed program will address community needs (including needs of working families)	• Limited assessment of some objective data defines the need for a before and/or after school program (may include Saturday, holiday and summer recess), some available community resources are evaluated, and addresses how proposed program will address community needs (including needs of working families)	• Minimal assessment of strengths & needs includes evidence from few sources with little data for students to be served	• Inadequate assessment of strengths & needs with few sources and no data for students to be served
• Effective development of all proposed program components, which demonstrates ongoing collaboration with the schools the students attend.	• Limited development of all proposed program components, which plans to address ongoing collaboration with the schools the students attend.	• Few program components connected to assessed needs and strengths, minimal plan to address collaboration with the schools the students attend.	• Fails to connect results to needs , no plan to collaborate with the schools the students attend
• Very thoroughly addresses academic improvement to meet State and local standards in core academic subjects and in any additional areas identified in assessment.	• Addresses academic improvement to meet State and local standards in core academic subjects and in some additional areas identified in assessment.	• Inadequate plan to address academic improvement; few State and local standards in core academic subjects addressed.	• Does not address academic improvement in areas identified in assessment
• Activities meet “principles of effectiveness” and are based on effective performance measures aimed at ensuring high-quality academic enrichment opportunities and scientifically based research.	• Activities meet some “principles of effectiveness” and are based on performance measures aimed at ensuring high-quality academic enrichment opportunities and some research.	• Activities are not consistent with “principles of effectiveness, some connections to classroom learning, but minimally address individual student's assessed needs	• Minimal connection to classroom learning and fails to address individual student's addressed needs
• Effective system to determine need for family literacy services and other existing avenues to fill need. Effective proposed opportunities for services.	• Limited system to determine need for family literacy services and other existing avenues to fill need. Plan proposed to develop opportunities for services.	• Minimal assessment to determine need for family literacy services, minimal plan to provide opportunities for service	• Inadequate assessment to determine need for family literacy services, inadequate opportunities for service
• Provides students with a wide variety of interesting, age-appropriate enrichment and youth development activities very closely connected to needs assessment, and youth and children are actively involved in the selection, design and implementation of activities.	• Plans to provide students with interesting, age-appropriate enrichment and youth development activities connected to needs assessment. Limited youth involvement in selection, design, and implementation of activities	• Enrichment and youth development activities minimally connected to needs assessment, activities not age-appropriate, inadequate involvement of youth in selection, design, and implementation of activities.	• Enrichment and youth development activities not connected to needs assessment, activities not age-appropriate, no involvement of youth in selection, design, implementation of activities.

*Effective Collaboration and Partnerships

4 Points	3 Points	2 Points	1 Point
• Effective collaborative process and partnerships, which represent a wide variety of relevant and committed key stakeholders, builds upon existing collaboratives, connects existing program strategies and provides a unified, integrated system of service.	• Plan for a collaborative process and the creation of partnerships, which represent relevant and committed key stakeholders. A plan to build upon existing collaboratives, and to connect with existing program strategies to provide a unified, integrated system of service.	• Minimal plan for a collaborative process and the creation of partnerships, representation of few relevant and committed key stakeholders. Inadequate plan to build upon existing collaboratives, and to connect with existing program strategies provide a unified, integrated system of service.	• Inadequate or no plan for a collaborative process and the creation of partnerships, inadequate representation of relevant and committed key stakeholders. No plan to build upon existing collaboratives, and to connect with existing program strategies provide a unified, integrated system of service.
• Effective use of public resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serve students in their school, effectively addresses coordination with those programs and additional services are supported by existing program. • Effective plans for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.	• Solid plan for the effective use of public resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serves students in their school, identifies issues and plan for resolving them. • Plans for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.	• Minimal plan for the effective use of public resources, plan lacks the ability to combine or coordinate all relevant federal, State and local programs including any existing after school program. • Minimal plan for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.	• Described plan demonstrates an ineffective use of public resources, plan lacks the ability to combine or coordinate all relevant Federal, State and local programs. • No plan for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.
• Realistic, thorough and effective Sustainability Plan with sufficient resources and partners in place at implementation, firm commitments of at least minimum support necessary, realistic budgetary projections, and contingency plans.	• Limited Sustainability Plan with resources and partners in place at implementation, commitments of at least minimum support necessary, preliminary budgetary projections, and contingency plans.	• Sustainability Plan demonstrates inadequate resources and partners to sustain program, inadequate commitments of at least minimum support, inadequate budgetary projections, and contingency plans	• No Sustainability Plan or plan lacks resources and partners to sustain program, commitments of at least minimum support not evident, lacks budgetary projections or contingency plans

*Program Administration

4 Points	3 Points	2 Points	1 Point
• Effective demonstration that applicant organization has considerable experience or the 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.	• Demonstration that applicant organization has experience or the 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.	• Applicant organization has minimal experience or an unclear 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.	• Applicant organization has not demonstrated experience or a 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.
• Identification of effective, evidence-based, and varied activities to be provided.	• Identification of a limited number of effective, evidence-based, and varied activities to be provided.	• Activities to be provided may not be effective, evidence-based, and varied.	• Activities to be provided are not effective, evidence-based, or varied.
• Assurance that the program will take place in a safe and easily accessible facility.	• Assurance that the program will take place in a safe and easily accessible facility.	• Minimal/unconvincing assurance that the program will take place in a safe and easily accessible facility.	• Lack of assurance that the program will take place in a safe and easily accessible facility.
• Assurance that transportation issues associated with safe student travel to and from the program have been thoroughly and effectively addressed.	• A plan that transportation issues associated with safe student travel to and from the program will be addressed	• Transportation issues associated with safe student travel to and from the program minimally addressed	• Transportation issues associated with safe student travel to and from the program are not adequately addressed.
• Effective and efficient plan for disseminating information about the program to the community in a manner that is understandable, accessible, and planned to increase program support.	• Limited plan for disseminating information about the program to the community in a manner that is understandable, accessible, and planned to maintain program support.	• Minimal plan for disseminating information about the program to the community, proposed plan to disseminate information not in a manner that is understandable and accessible.	• Plan for disseminating information about the program to the community inefficient and not consistent with community needs.
• Effective plan for ongoing, high quality, relevant staff and volunteer development with active participation by after school staff.	• Limited plan for ongoing, high quality, relevant staff and volunteer development with active participation by after school staff.	• Minimal plan for staff and volunteer development. Active participation in plan by after school staff not evident.	• Inadequate plan for staff and volunteer development. Proposed plan not relevant, to needs of program. Active participation in plan by after school staff not evident.
• Strong involvement of, and communication with, regular teaching & support staff.	• Limited involvement of, and communication with, regular teaching & support staff.	• Minimal involvement of, and inadequate communication with, regular teaching & support staff.	• Inadequate/no involvement of, and inadequate communication with, regular teaching & support staff.
• Effective description of how qualified senior volunteers will be used, if applicant intends to include them.	• Limited description of how qualified senior volunteers will be used, if applicant intends to include them.	• Unclear description of how qualified senior volunteers will be used, if applicant intends to include them.	• No description of how qualified senior volunteers will be used, if applicant intends to include them.
• Program design and budget are well connected and highly cost-effective.	• Program design and budget are connected and cost-effective.	• Program design and budget are not connected and cost-effective.	• Program design and budget are contrary and cost-ineffective.

*Capacity for Effective Evaluation

4 Points	3 Points	2 Points	1 Point
• Demonstrates capacity for providing all requested data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement.	• Demonstrates limited capacity for providing all requested data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement.	• Demonstrates minimal capacity for providing requested data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement.	• Demonstrates inadequate/no capacity for providing requested data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement.
• Demonstration that evaluation results will be used to refine, improve, and strengthen the program, and build community support.	• Plan demonstrates limited capacity to use evaluation results to refine, improve, and strengthen the program, and maintain community support.	• Plan demonstrates minimal capacity to use evaluation results to refine, improve, and strengthen the program.	• Plan demonstrates inadequate/no capacity to use evaluation results to refine, improve, and strengthen the program.
• Assurance that applicant will effectively make the evaluation results available to the public.	• Preliminary assurance that applicant can make the evaluation results available to the public upon request.	• Minimal assurance that applicant can make the evaluation results available to the public upon request	• No assurance that applicant can make the evaluation results available to the public upon request.

C. FORMS AND REQUIREMENTS

PROGRAMS PROPOSING TO SERVE
STUDENTS IN ELEMENTARY AND/OR
JUNIOR HIGH/MIDDLE SCHOOLS

CORE GRANT FUNDING

California Department of Education
21st Century Community Learning Centers Program

FOR CDE USE ONLY:

Form A1

2002		-02CCLC-
Year	N/S	Appl. #

21st Century Community Learning Centers Application for Funding

Return to: Healthy Start and After School Partnerships Office
California Department of Education
PO BOX 944272
Sacramento, CA 94244-2720

Due:

September 27, 2002

PART I: APPLICATION INFORMATION

Applicant Agency (name of fiscal agent for collaborative)

County:		Amount Requested: $ (Total Form A3)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc)		Grant Contact:	
Agency Name:		Agency Name:	
Address:		Address:	
City:	Zip:	City:	Zip:
Phone:	FAX:	❑ Phone:	FAX:
Email:		Email:	

Does this application include requests for an optional direct grant? Yes ☐ No ☐ (if yes check below)
- ❑ Direct Grant for Access
- ❑ Direct Grant for Family Literacy

Is the applicant agency receiving (or has it previously received) funding for: ***Federal 21st CCLC*** Yes ☐ No ☐
and/or ***State Before and After School Learning and Safe Neighborhoods Partnerships Program*** Yes ☐ No ☐

LEGAL STATUS OF APPLICANT AGENCY

(Check one box below and provide appropriate agency identification information)

- ❑ City or City Agency
- ❑ County or County Agency
- ❑ State or Federal Agency
- ❑ State College or University
- ❑ Community College
- ❑ County Office of Education
- ❑ School District
- ❑ Tribal Council
- ❑ Military Installation
- ❑ Private NonProfit Organization-
  Number of years in operation ____
- ❑ Private For-Profit Organization
  Number of years in operation ____

Enter Federal Employer ID Number:
_____ ***OR***
Enter School District Code
_____

(If applicable) Enter Child Care License #:
_____

Form A2

SITE INFORMATION

Please fill out this section if you are planning to operate the program at a site other than where the pupils you are serving regularly attend school (e.g., CBO, university, one school serving multiple school sites, etc). School site programs serving only pupils enrolled at this school do not need to fill out this form.

Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
School Name	CDS Code	#of pupils from this school in 21st CCLC program

Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
School Name	CDS Code	#of pupils from this school in 21st Century Community Learning Centers Program

Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
School Name	CDS Code	#of pupils from this school in 21st CCLC program

California Department of Education
21st Century Community Learning Centers Program

Application Funding Request Summary

Form A.3

CORE GRANTS

TOTAL CORE FUNDING REQUESTED (Before and/or After School Program funds)	**$0**

** NOTE: If more than 10 schools are included in grant application, please calculate all before and after school program CORE FUNDING requested and manually enter that amount in the 'Total Core Funding Requested' box to the left. **

DIRECT GRANTS

Number of program sites included in application:	

** NOTE: A **program site** may serve students from many schools. For example, a location that serves students from 3 different schools would be considered one Program Site. Please enter the number of PROGRAM SITES included in your application in the box to the left.

DIRECT GRANT FOR ACCESS TO PROGRAM		DIRECT GRANT FOR FAMILY LITERACY PROGRAM	
Maximum direct grant for access allowable: (based on the number of program sites per application)	**$0**	**Maximum direct grant for Family Literacy allowable:** (based on the number of program sites per application)	**$0**
Direct grant for access requested: (As justified in direct grant narrative and detailed in direct grant budget)		**Direct grant for Family Literacy requested:** (As justified in direct grant narrative and detailed in direct grant budget)	

TOTAL GRANT REQUEST

TOTAL 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM GRANT FUNDS REQUESTED (Core funding plus optional direct grant funding)	**$0**

SAMPLE FORM ONLY! DOWNLOAD INTERACTIVE GRANT FORM AT: WWW.CDE.CA.GOV/AFTERSCHOOL/

PLEASE PRINT ALL NECESSARY CALCULATION FORMS AND SUBMIT WITH YOUR GRANT APPLICATION

PART III: SIGNATURES/APPROVALS

School Principal Approval: The principal of each school site involved in the application must approve the program application. (Attach as many extra sheets as necessary.)

School Name	Printed Name of Principal	Signature of Principal

School District Approval: The school district superintendent(s) involved in the application must approve a program application.

School District Name	Printed Name of Superintendent	Signature of Superintendent

PART IV: CERTIFICATION AND DESIGNATION OF APPICANT AGENCY

Each application must designate an applicant agency as the fiscal agent of the 21st Century Community Learning Centers Program. The applicant agency may be any one of the following: a Local Education Agency (LEA), public or private entity (including a city council, county board of supervisors, or faith-based organization), or a community based organization. Applicants agree to follow all fiscal report and auditing standards required by the California Department of Education.

Designated Applicant Agency (Fiscal Agent)	Name & Title of Authorized Representative of Applicant Agency	Signature of Authorized Representative of Applicant Agency (Fiscal Agent)

Form B1

Applicant Agency's Fiscal Resource Information

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

❑ Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months.

❑ Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)*

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* Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the agency must describe in this section their plan to secure the necessary fiscal resources for this program application.

Form C

State of California

DRUG FREE WORKPLACE CERTIFICATION

Std. 21 (10-98)

Applicant Agency (name of fiscal agent for collaborative):	

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).

2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:

   a) The dangers of drug abuse in the workplace,

   b) The person's or organization's policy of maintaining a drug-free workplace,

   c) Any available counseling, rehabilitation and employee assistance programs, and

   d) Penalties that may be imposed upon employees for drug abuse violations.

3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:

   a) Will receive a copy of the company's drug-free policy statement, and

   b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

Certification

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above-described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State of California.

OFFICIAL'S NAME	
DATE EXECUTED	EXECUTED IN THE COUNTY OF
CONTRACTOR OR GRANT RECIPIENT SIGNATURE	
TITLE	
FEDERAL I.D. NUMBER	

Form D

ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS:

1. **Use of Funds**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I schoolwide programs and their families.

2. **Supplement, not Supplant**

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

3. **Audits**

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will complete and submit periodic program and fiscal reports as required by the California Department of Education, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted.

4. **Evaluation and Data Collection**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the California Department of Education.

5. **Program Site**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

6. Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend.

7. Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

8. Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Certification: As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the California Department of Education.

Signature of Local Education Agency Representative on behalf of the 21st Century Community Learning Centers Program	Local Education Agency Name

Form E

COLLABORATIVE SIGNATURES

Every 21st CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Attach as many additional sheets as necessary

Name/Signature	Agency Affiliation	
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
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Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

THESE FORMS ARE NOT INTERACTIVE
INTERACTIVE FORMS AVAILABLE IN A SEPARATE FILE AT WWW.CDE.CA.GOV/AFTERSCHOOL/

AFTER SCHOOL GRANT AMOUNT CALCULATOR

This form is available on the Healthy Start and After School Partnership Office website at www.cde.ca.gov/afterschool/. Use this form to list all schools for which AFTER SCHOOL PROGRAM funds are being requested. Enter information in the shaded columns only. The maximum allowable grant (base and supplemental) and Amount Requested will be calculated automatically. As schools are entered into the Base Grant section, the names will automatically be entered into the Supplemental Grant Section. If supplemental funds are being requested, enter the number of program days and students to be served. The Amount Requested will be calculated automatically. This form is available on the Healthy Start and After School Partnership Office website at www.cde.ca.gov/afterschool.

Base Grant Calculation

SCHOOL INFORMATION				BASE GRANT INFORMATION			
CDS Code	School Name	Type E = Elementary M = MS/Junior High	School Enrollment from CBEDS	Maximum base grant allowed (based on school enrollment)	Number of days of program (regular school days)	Number of students to be served per day	Amount Requested (Based on $5/day/student)
				$0			$
				$0			$
				$0			$
				$0			$
				$0			$
				$0			$
				$0			$
				$0			$
				$0			$
				$0			$
					Total Base		**$**

Supplemental Grant Calculation

SCHOOL INFORMATION				SUPPLEMENTAL GRANT INFO			
CDS Code	School Name	Type E = Elementary M = MS/Junior High	School Enrollment from CBEDS	Maximum supplemental grant allowed (30% of base grant)	Number of days of program (non-school days)	Number of students to be served per day	Amount Requested (Based on $5/day/student)
0	0	0	0	$0			$
0	0	0	0	$0			$
0	0	0	0	$0			$
0	0	0	0	$0			$
0	0	0	0	$0			$
0	0	0	0	$0			$
0	0	0	0	$0			$
0	0	0	0	$0			$
0	0	0	0	$0			$
0	0	0	0	$0			$
Page Total (Base + Supplemental):			**$0**		**Total Supplemental**		**$**

If more than 10 schools in grant, complete and print a separate sheet for each group of 10 schools and add page totals to calculate total amount requested.

THESE FORMS ARE NOT INTERACTIVE

INTERACTIVE FORMS AVAILABLE IN A SEPARATE FILE AT WWW.CDE.CA.GOV/AFTERSCHOOL/

BEFORE SCHOOL GRANT AMOUNT CALCULATOR

This form is available on the Healthy Start and After School Partnership Office website at www.cde.ca.gov/afterschool/.Use this form to list all schools for which BEFORE SCHOOL PROGRAM funds are being requested. Enter information in the shaded columns only. The maximum allowable grant (base and supplemental) and Amount Requested will be calculated automatically. As schools are entered into the Base Grant section, the names will automatically be entered into the Supplemental Grant Section. If supplemental funds are being requested, enter the number of program days and students to be served. The Amount Requested will be calculated automatically.

Base Grant Calculation

SCHOOL INFORMATION				BASE GRANT INFORMATION				
CDS Code	School Name	Type E = Elementary M = MS/Junior High	School Enrollment from CBEDS	Maximum base grant allowed (based on school enrollment)	Before School Reimbursement Rate (up to $3.33/day)	Number of days of program (regular school days)	Number of students to be served per day	Amount Requested (based on identified reimbursement rate)
				$0				$0.00
				$0				$0.00
				$0				$0.00
				$0				$0.00
				$0				$0.00
				$0				$0.00
				$0				$0.00
				$0				$0.00
				$0				$0.00
				$0				$0.00
						Total Base		**$0.00**

Supplemental Grant Calculation

SCHOOL INFORMATION				SUPPLEMENTAL GRANT INFORMATION				
CDS Code	School Name	Type E = Elementary M = MS/Junior High	School Enrollment from CBEDS	Maximum supplemental grant allowed (30% of base grant)	Before School Reimbursement Rate (up to $3.33/day)	Number of days of program (non-school days)	Number of students to be served per day	Amount Requested (based on identified reimbursement rate)
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
0	0	0	0	$0				$0.00
Page Total (Base + Supplemental):				**$0**		**Total Supplemental**		**$0.00**

If more than 10 schools in grant, please complete and print a separate sheet for each group of 10 schools and add page totals to calculate total amount requested.

California Department of Education **21st Century Community Learning Centers Core Grant Program Budget** **Form G1**

Applicant Agency: _____

Directions: Using the amount from the TOTAL CORE GRANT REQUESTED box on form F3, provide a proposed budget for your core funding program. If taking indirect, enter that figure in the appropriate box. As you enter amounts for each specific Series/Object Code, subtotals for each column and program budget totals will be automatically calculated. Use the California School Accounting Object of Expenditure (expense) Classification codes (series 1000,2000,etc.) See Form G2 for a list of these expenditure categories from the California School Accounting Manual.

SAMPLE FORM ONLY! DOWNLOAD INTERACTIVE CORE GRANT FORM AT: WWW.CDE.CA.GOV/AFTERSCHOOL/

Restrictions: Please refer to **Section II E** of the RFA for specific budget restrictions.

		Year 1			Year 2		Year 3		Year 4		Year 5	
Series/ Object Code	**Description**	**Start Up Budget** (first year only)	**Program Budget**	**Admin. Costs** (may be included in start up and program budget)	**Program Budget**	**Admin. Costs** (may be included in start up and program budget)	**Program Budget**	**Admin. Costs** (may be included in start up and program budget)	**Program Budget**	**Admin. Costs** (may be included in start up and program budget)	**Program Budget**	**Admin. Costs** (may be included in start up and program budget)
	Subtotals:											
Indirect costs may not exceed the CDE approved indirect cost rate or 5%, whichever is less.	Enter rate in cell above											
	Total:	$	$	$	$	$	$	$	$	$	$	$
		Start Up + Program Budget Total		Admin Costs within limit?	Program Budget Total	Admin Costs within limit?	Program Budget Total	Admin Costs within limit?	Program Budget Total	Admin Costs within limit?	Program Budget Total	Admin Costs within limit?

Object of Expenditure Codes

School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales Unit for $28.50 each plus sales tax (call 1-800-995-4099).

Certificated Salaries

1100	Teacher Salaries
1200	School Administrators' Salaries
1300	Supervisors' Salaries
1400	Librarians' Salaries
1500	Guidance, Welfare, and Attendance Salaries
1600	Physical and Mental Health Salaries
1700	Superintendents' Salaries
1800	Other Administrative Salaries
1900	Other Certificated Salaries

2000 Classified Salaries

2100	Instructional Aides' Salaries
2200	Administrative Salaries
2300	Clerical Salaries
2400	Maintenance and Operation Salaries
2500	Food Services Salaries
2600	Transportation Salaries
2900	Other Classified Salaries

3000 Employee Benefits

3100	State Teachers' Retirement System
3200	Public Employees' Retirement System
3300	Old Age, Survivors, Disability, and Health Insurance
3400	Health and Welfare
3500	Unemployment Insurance
3600	Workers' Compensation Insurance

4000 Books and Supplies

4100	Textbooks
4200	Other Books
4300	Instructional Materials and Supplies
4500	Other Supplies

5000 Services and Other Operating Expenditures

5100	Contracts for Personal Services of Consultants, Lecturers, and Others
5200	Travel and Conference
5300	Dues and Memberships
5400	Insurance
5500	Utilities and Housekeeping Services
5600	Rentals, Leases, and Repairs
5700	Direct Costs -Interfund Services
5800	Other Services and Operating Expenditures

6000 Capital Outlay

6100	Sites and Improvement of Sites
6200	Buildings and Improvement of Buildings
6300	Books and Media for New or Expanded Libraries
6400	Equipment

Optional

Direct Grant for Access

If applying for the optional direct grant for access,
provide all requested information and
complete all forms associated with this direct grant.

Application for Funding - Direct Grant for Access

Applicant Information	
Applicant Agency (name of fiscal agent for collaborative):	
County:	
Director of Agency: (Superintendent, City Manager, Executive Director, etc.)	Phone: ( ) E-mail:
Total requested for Access Grant(s): $	
Name of Program:	

Access Grant(s) Requested

Program site(s)* for which funds are requested:	**Amount Requested:**

D. OPTIONAL DIRECT GRANT FOR ACCESS

Complete this section only if you are requesting an optional direct grant for Access.

Reminder: This is an optional direct grant of up to $25,000 per program site per year and it is available on a limited, competitive basis. A total of $3.5 million is available statewide to fund direct grants for access.

Only the most competitive applications will receive funding. Applications will be reviewed using the scoring criteria on page 54. The scoring rubric sets out four possible scale points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application and then the four sections are totaled. CDE reserves the right to require a score of "3" or "4" for both the 'Critical need' component and the 'Proposed plan' component. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard.

In a narrative of no more than three (3) pages, describe how you plan to address providing students increased access to, and participation in programs if awarded this optional direct grant. Make certain to include information that responds to each of the following key questions.

Document the need to facilitate access to the 21st Century Community Learning Center. For example, include information such as, but not limited to:

- Number or percentage of students with special needs, including students receiving special education services or English Language Learners, whose participation in the 21st CCLC program is likely to be affected by such issues;
- Transportation issues for program sites in rural areas, for programs located off of the school site, or for other critical transportation needs and the number or percentage of students whose participation in the 21st CCLC program is likely to be affected by such issues;
    - Describe how the needs, strengths, and resources of your community related to access were assessed;
    - Identify the resources that are currently available, and discuss why there may be a need for additional resources;
    - Describe how your program will address the unmet needs;
    - Provide documentation/justification for the specific uses planned for direct grant funds and explain clearly how such use of funds are expected to improve or mitigate access issues among students you propose to serve; and
    - Describe your plans for maintaining accurate records, for conducting an annual fiscal audit, and for providing annual budget reports of the use of direct grant funds for access.

Use Form I to provide separate annual budgets for the optional direct grant for Access.

Please refer to Form G2 for a listing of expenditure codes. For a detailed description of these expenditure classifications, refer to the California School Accounting Manual. (Available from the CDE Publication Sales Unit for $28.50 each plus sales tax at 800-995-4099.)

The following restrictions apply to the use of optional direct grant funds:
Direct grant funds may only be expended for those services and supports for which they were granted. Applicants must verify this by completing the appropriate section of Form J, Assurances & Agreements.

Provide up to a one (1)-page narrative annual budget justification of the direct grant funds by category. The direct grant for access issues is intended to provide additional assistance to programs, and not necessarily to fund the full anticipated costs of services. Identify any other sources of funding that will be used to support these services including any funding contributed by collaborative partners on either an in-kind or cash basis. Include a discussion of other sources of funding for which you have applied but have not been successful in attaining. Be certain to explain how direct grant, in-kind or cash contributions, and any other funding will be used to support access to the 21st CCLC programs.

Scoring Criteria for 21st Century Community Learning Center Programs

Optional direct grant for Access

Application Score:	Comprehensive Needs Assessment	(1-4 points)	Points
	Critical Need for Direct Grant	(1-4 points)	Points
	Strength of Proposed Plan to Facilitate Access	(1-4 points)	Points
	Proposed Use of Funds	(1-4 points)	Points
		TOTAL	

Component	4 Points	3 Points	2 Points	1 Point
Comprehensive needs assessment	Very comprehensive assessment of objective data from a wide variety of sources to evaluate existing community resources.	Adequate assessment of some objective data from variety of sources. Some community resources were included in needs assessment.	Minimal assessment includes little objective data. Few community resources were included in needs assessment.	Inadequate assessment of needs and community resources with insufficient data for students to be served.
Critical need for direct grant to support access*	Need is very clearly defined and fully documented in assessment, applicant clearly demonstrates that direct grant is necessary to facilitate program access to 21st CCLC Program for students most in need.	Need is defined and documented in assessment, applicant demonstrates the necessity of direct grant to facilitate access to 21st CCLC Program for many students in need.	Need is minimally defined and documented in assessment, applicant minimally demonstrates the necessity of the direct grant to facilitate access to 21st CCLC Program for students in need.	Definition of need is inadequate; need not documented in assessment, applicant fails to demonstrate the necessity of the direct grant to facilitate access to 21st CCLC Program for students in need.
Strength of proposed plan to facilitate access*	Very convincing and highly feasible plan to thoroughly meet the identified critical needs of the program building upon available resources.	Feasible and adequate plan; components designed to meet many of the identified critical needs of the program. Limited to existing resources.	Minimal plan and/or uncertain feasibility; components will meet few of the identified critical needs of the program.	Unfeasible, inadequate plan; components not connected to the identified critical needs of the program.
Proposed use of funds	Proposed plan and budget design are well connected and highly cost-effective.	Proposed plan and budget design are connected and cost-effective.	Proposed plan and budget design are minimally or not connected and cost-effective.	Proposed plan and budget design contrary and cost-ineffective.

* A minimum score of 3 points will be required in each of these components to be eligible for funding.

Form I

Program Budget for Optional Direct Grant for Access

Applicant Agency: _____

- **Directions:** Provide a proposed budget for your entire grant amount. Use the California School Accounting Object of Expenditure (expense) Classification codes (series 1000, series 2000, etc.). See Form G2 for a list of these expenditure categories from the California School Accounting Manual.

Series/ Object	Description	Program Budget YEAR 1	Program Budget YEAR 2	Program Budget YEAR 3	Program Budget YEAR 4	Program Budget YEAR 5
	Total:	$	$	$	$	$

Form J

ADDITIONAL ASSURANCES APPLICABLE TO THOSE APPLYING FOR THE **OPTIONAL DIRECT GRANT FOR ACCESS**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will conduct an annual fiscal audit of funds received for access purposes. I further certify that the program will maintain adequate, accurate fiscal records, and that the funds will be expended only for those services and supports for which the direct grant was funded. I understand that direct grant funds are awarded only if all other sources of funds for the intended purposes are unavailable or insufficient and that these direct grant funds may be withheld in subsequent years if expended for purposes other than as awarded.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name

Optional

Direct Grant for Family Literacy Services

If applying for the optional direct grant for access,
provide all requested information and
complete all forms associated with this direct grant.

Application for Funding - Optional Direct grant for Family Literacy Services

Applicant Information	
Applicant Agency (name of fiscal agent for collaborative):	
County:	
Director of Agency: (Superintendent, City Manager, Executive Director, etc.)	Phone: ( ) E-mail:
Total requested for Access Grant(s): $	
Name of Program:	

Access Grant(s) Requested

Program site(s)* for which funds are requested:	Amount Requested:

E. Optional Direct Grant for Family Literacy Services

Complete this section only if you are requesting a Direct Grant for Family Literacy Services.

Reminder: This is an optional direct grant of up to $20,000 per program site per year, and it is available on a limited, competitive basis. A total of $1 million is available statewide to fund direct grants for family literacy.

Only the most competitive applications will receive funding. Applications will be reviewed using the scoring criteria on page 61. The scoring rubric sets out four possible scale points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application and then the four sections are totaled. CDE reserves the right to require a score of "3" or "4" for both the 'Critical need' component and the 'Proposed plan' component. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard.

In a narrative of no more than three (3) pages, describe your plan for providing family literacy services to the adult family members of the students you propose to serve in your 21st CCLC programs. Be certain to include the following:

- Document the need for family literacy services among the adult family members of the students you propose to serve in your 21st CCLC program. Note that the need for family literacy services is demonstrated by the following:
  - The area to be served has a high percentage or a large number of children and families who are in need of services as indicated by high levels of poverty, illiteracy, unemployment, homelessness, English language learners, or other need-related indicators such as a high percentage of children to be served by the program who reside in a school attendance area served by a local educational agency eligible for participation in programs under ESEA Title I Part A, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under Part A of Title IV of the Social Security Act. (42U.S.C. 601 et seq);
  - Existing resources such as, but not limited to, funding for Title III federal programs, Proposition 227, adult education, community college, and William F. Gooding Even Start Family Literacy Programs are not available and/or sufficient to serve the families of students you propose to serve in the 21st CCLC;
  - Estimate of unmet need for family literacy services among the families of the students you propose to serve in the 21st CCLC program.
- Describe how the needs, strengths, and resources of your community were assessed;
- Identify the resources that are currently available, and discuss why there may be a need for additional resources;
- Describe how your program will address these needs, and identify any existing programs or resources you will coordinate with, extend or augment.

2. Use Form J to provide separate annual budgets for the optional direct grant for Family Literacy Services.

Please refer to Form G2 for a listing of expenditure codes. For a detailed description of these expenditure classifications, refer to the California School Accounting Manual. (Available for the CDE Publication Sales Unit for $28.50 each plus sales tax at 800-995-4099.)

- **The following restrictions apply to the use of optional direct grant funds:**

You must verify on Form M (Assurances and Agreements) that 21st CCLC direct grant funds will be expended only for those services and supports for which they were granted.

3. Provide up to a one (1) page narrative annual budget justification of these optional direct grant funds by category. Identify any other sources of funding that will be used to support these services including any funding contributed by collaborative partners on either an in-kind or cash basis. Include a discussion of other sources of funding for which you have applied but have not been successful in attaining. Be certain to explain how direct grant, in-kind or cash contributions, and any other funding will be used to support providing family literacy services to adult family members of students participating in the 21st CCLC programs.

Scoring Criteria for 21st Century Community Learning Center Programs

Optional Direct Grant for Family Literacy

Application Score:	Comprehensive Needs Assessment	(1-4 points)	Points
	Critical Need for Direct Grant	(1-4 points)	Points
	Strength of Proposed Plan to Facilitate Access	(1-4 points)	Points
	Proposed Use of Funds	(1-4 points)	Points
		TOTAL	

Component	4 Points	3 Points	2 Points	1 Point
Comprehensive needs assessment	Very comprehensive assessment of objective data from a wide variety of sources to evaluate community resources.	Adequate assessment of some objective data from variety of sources. Some community resources were included in needs assessment.	Minimal assessment includes little objective data. Few community resources were included in needs assessment.	Inadequate assessment of needs and community resources with insufficient data for students to be served.
Critical need for direct grant for family literacy*	Need is very clearly defined and fully documents that existing resources (as identified in the RFA) are unavailable and/or insufficient to meet needs; applicant clearly demonstrates that direct grant is critically necessary to facilitate supporting the literacy needs of families of students participating in the CCLC.	Need is defined and documents that existing resources (as identified in the RFA) are unavailable and/or insufficient to meet needs; applicant demonstrates the importance of direct grant to support the literacy needs of families of students participating in the CCLC.	Need is minimally defined and minimally documents that existing resources (as identified in the RFA) are unavailable and/or insufficient to support needs; necessity for the direct grant is not strongly and convincingly documented.	Definition of need is inadequate; does not document that existing resources (as identified in the RFA) are unavailable and/or insufficient to meet needs; applicant fails to demonstrate the necessity of the direct grant to support the literacy needs of families of students participating in the CCLC.
Strength of proposed plan to provide family literacy services*	Very convincing and highly feasible plan to thoroughly meet the identified critical needs of the program building upon existing resources.	Feasible and adequate plan; components designed to meet many of the identified critical needs of the program linking to existing resources.	Minimal plan and/or uncertain feasibility; components will meet few of the identified critical needs of the program.	Unfeasible, inadequate plan; components not connected to the identified critical needs of the program.
Proposed use of funds	Proposed plan and budget design are well connected and highly cost-effective.	Proposed plan and budget design are connected and cost-effective.	Proposed plan and budget design are minimally connected and cost-effective.	Proposed plan and budget design contrary and cost-ineffective.

* A minimum score of 3 points will be required in each of these two components to be eligible for funding.

Form L

Program Budget for Optional Direct Grant for Family Literacy

Applicant Agency: _____

- Directions: Provide a proposed budget for your entire grant amount. Use the California School Accounting Object of Expenditure (expense) Classification codes (series 1000, series 2000, etc.). See Form G2 for a list of these expenditure categories from the California School Accounting Manual.

Series/ Object	Description	Program Budget Year 1	Program Budget Year 2	Program Budget Year 3	Program Budget Year 4	Program Budget Year 5
	Total:	$	$	$	$	$

Form M

ADDITIONAL ASSURANCES APPLICABLE TO THOSE APPLYING FOR THE **OPTIONAL DIRECT GRANT FOR FAMILY LITERACY SERVICES**

Optional direct grant for Family Literacy Services

As the designated applicant agency representative, I certify that the needs assessment conducted to identify the need for family literacy services has shown that existing resources are not available and/or sufficient to serve the families of the students to be served by the 21st Century Community Learning Center. I further certify that the program will maintain adequate, accurate fiscal records, and that the funds will be expended only for those services and supports for which the direct grant was funded. I understand that direct grant funds are awarded only if all other sources of funds for the intended purposes are unavailable or insufficient and that these direct grant funds may be withheld in subsequent years if expended for purposes other than as awarded.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name

IV. HELP SECTION: TECHNICAL ASSISTANCE RESOURCES

A. Organizational and Internet Resources on Before and After School Programming

The following list of materials describes some key resources on after-school programs. This list is not meant to be exclusive.

Afterschool Alliance - *www.afterschoolalliance.org*
A nonprofit public awareness and advocacy group dedicated to ensuring that all children have access to after-school programs by the year 2010. The website includes policy information, research, and tips and information on how to advocate for after-school programs.

Specific Resources:

- **America's After-School Choice: The Prime Time for Juvenile Crime** is a report on the impact of after-school programs on juvenile crime rates; a synthesis of key findings from other national organizations and government agency studies of after-school impact.
- **A DECADE OF RESULTS: The Impact of LA's BEST After-school Enrichment Program on Subsequent Student Achievement and Performance** is a longitudinal study report and a synthesis of research begun in 1990.
- **Program Tools:** resources offered are intended to help by providing tools and tips on accessing funding and using communications to build support for programs.
- **The RAND Studies:** an annual independent evaluation of Foundations' after-school programs' impact on participants' academic skills.

Benton Foundation Kids Campaign - *www.connectforkids.org*
An information, knowledge, and action center for adults who want to make their communities work for kids. The Benton Foundation seeks to articulate a public interest vision for the digital age and to demonstrate the value of communications for solving social problems. Explore the pathway with information and resources on after-school time.

Specific Resources:

- **Choosing a Good Program** answers "How can you know a good program when you see it?" Items published by the National Parent-Teacher Association on what parents should be looking for in quality after-school care.
- **Financing Help for Out-of-School Programs** helps to figure out the range of costs that out-of-school time and community school initiatives incur, and develops cost estimates for continuing or expanding programs.

C. S. Mott Foundation - *www.mott.org*
A leading partner in the U.S. Department of Education's 21st Century Community Learning Centers initiative, the C. S. Mott Foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

Specific Resources:

- **Learning Together: The Developing Field of School-Community Issues,** a report chronicling the ideas, approaches, and strategies employed by 20 school-community initiatives across the United States.
- **Making After-School Count (Numerous Volumes),** a publication on the important issues of after-school care.
- **Philosophy, Programs, and Procedures: Pathways Out of Poverty** provides guidelines and application procedures for the *Pathways Out of Poverty* program that provides funding for improved education.

***ERIC Clearinghouse on Information & Technology* - www.thegateway.org**
A one-stop, any-stop access to high-quality Internet-based lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

Specific Resources:

- **Resource Guide for Planning and Operating After-School Programs**, a description of resources to support after-school programs for school-aged children. Also included are resources for before-school, summer programs and community learning centers. These resources are timely, readily available, and inexpensive.

The Finance Project - *www.financeproject.org*
This Web site is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

Specific Resources:

- **The Child Care Partnership Project** is an initiative to develop and disseminate technical assistance materials on public-private partnerships for childcare, as well as to provide direct assistance to the state child-care administrators on how to create and sustain effective partnerships.
- **Out-of-School-Time Project** provides technical assistance on financing and sustainability of after-school programs.
- **Starting Points** is an initiative to provide and develop a series of publications and technical assistance materials designed to promote young children's readiness for school.
- **Using Title I to Support Out-of-School Time and Community Initiatives (January 2002, Vol. 2. No. 4)** is a strategy brief about using Title I funds.

Federal Resources for Educational Excellence (FREE) - *www.ed.gov/free*
Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

Food Research and Action Center (FRAC) - ***www.frac.org/***
A 501(c)(3) non-profit with extensive information that can assist after-school programs in accessing the child nutrition programs, and is able to provide in-depth technical support to the states and grantees.

General Services Administration - ***www.after-school.gov***
A one-stop shopping Web site for parents, teachers, after-school providers, and kids to learn about after-school resources from many different government and non-profit agencies.

Specific Resources:

- Bringing Education to After-school Programs
- Afterschool Action Kit

Harvard Family Research Project- ***www.gse.harvard.edu/hfrp/projects/after-school.html***
The Harvard Family Research Project (HFRP) at the Harvard Graduate School of Education builds on its expertise in evaluation and knowledge development to improve evaluation work and promote greater conversation and knowledge-sharing about evaluation among practitioners, policymakers, funders, researchers, and evaluators in the after-school field. HFRP supports the development of quality information and capacity-building tools that will improve research and evaluation work and use of information in the field, especially at the local level.

Specific Resources:

- **Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations** is a map of the after-school field and detailed federal funding streams for after-school programs. In addition, related programming is provided alongside their accountability requirements and evaluations.
- **Out-of-School Time Evaluation Database** offers systematic investigation of the overall picture of evaluation work in the field of out-of-school time and a systematic way to investigate how different programs approach the evaluation task in order to support development of the field and its programs.
- **Out-of-School Time Issues of the Evaluation Exchange** is quarterly newsletter highlighting issues in the out-of-school time arena and featuring articles by out-of-school time evaluators, researchers, and practitioners.

Mid-Continent Regional Educational Laboratory - ***www.mcrel.org/programs/21stcentury***
A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

National Center for Community Education (NCCE) - *www.nccenet.org/index.html*
An organization that provides state-of-the-art leadership development, training and technical assistance focusing on community and educational change emphasizing community schools.

National Community Education Association (NCEA) - *www.ncea.com/*
A non-profit membership association which provides leadership to those who build learning communities in response to individual and community needs. Activities and information for members include national and regional training conferences and workshops; specialized periodicals, publications, and products; opportunities for peer support and networking; and information and referral services.

In addition, NCEA acts as an advocate for community education by working with related organizations and promoting at the national, state, and local levels: parent and community involvement in public education; the formation of community partnerships to address community needs; and the expansion of lifelong learning opportunities for all community residents.

National Institute for Out-of-School Time (NOIST)- *www.wellesley.edu/WCW/CRW/SAC*
NIOST, at the Center for Research on Women at Wellesley College, which has successfully brought national attention to the importance of children's out-of-school time, influenced policy, increased standards and professional recognition, and spearheaded community action aimed at improving the availability, quality and viability of programs serving children and youth.

Specific Resources:

- **After-School Issues** are a series of publications produced by NIOST on core after-school issues of interest including emerging roles in the field, focus on staffing, and focus on accountability.
- **Literacy: Exploring Strategies to Enhance Learning in Out-of-School Time (1999)** explores, through research, different ways that after-school programs can support children's literacy development.
- **Making an Impact on Out-of-School Time** is a new publication giving a comprehensive investigation to after-school care.

The National Governors Association - *www.nga.org*
The National Governors Association has a Center for Best Practices with information on schools and after-school programs, among many other things.

Specific Resources:

- **Extra Learning Opportunities,** a web-based publication on giving information regarding best practices and recent activities in after-school programs.
- **EXTRA:** Quarterly publication used to disseminate information on after-school issues and practices

National Network for Child Care (NNCC) - *www.exnet.iastate.edu/Pages/families/nncc*
Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

Specific Resources:

- **NNCC School-Age Child Care Database:** a resource that contains articles and abstracts about before- and after-school care. Topics include not-for-profit status for school-age care programs, selecting staff, and preventing conflict.

National School-Age Care Alliance (NSACA) - *www.nsaca.org*
The only national membership organization representing the entire array of public, private, and community-based providers of after-school programs. NSACA promotes national standards of quality school-age care for children and youth 5 - 14 years old, and grants accreditation to programs meeting the standards. NSACA's mission is to build a profession that develops, supports and promotes quality after-school care.

Specific Resources:

- **NSACA Standards at a Glance** is a brochure containing an overview of the NSACA program improvement and accreditation system including all 144 standards.
- **NSACA Standards for Quality School-Age Care** (in cooperation with the National Institute for Out-of-School-Time) is a source of professionally recognized standards for the field of after-school. This provides a valuable guide and model for quality that can be applied to all after-school programs, regardless of their particular focus.
- **School-Age Review** is a journal with important developments in theory, research and practice in the after-school field.
- **Selecting a Quality After-school Programs** provides a handy quality checklist with key questions helps families ask detailed questions when seeking a program for their child.

North Central Regional Educational Laboratory - *www.ncrel.org/after*
A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **"Beyond the Bell": A Toolkit for Creating Effective After-School Programs** allows one to make informed decisions about critical issues such as management, collaboration, programming, evaluation, and communication.

- **Strengthening Connections:** a study by NCREL involving multiple facets of after-school care.

Northwest Regional Educational Laboratory - *www.nwrel.org/learns*
A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **LEARNS** provides technical assistance to the Corporation for National Service projects focusing on literacy and education. It features downloadable resources and innovative ideas for literacy practices and education-based national service projects.

Partnership for Family Involvement in Education (PFIE) – *www.pfie.ed.gov*
The federal Department of Education administers the Partnership and offers resources, ideas, funding, and conferences relevant to family and community involvement in education, including after-school programs, and other resources.

Specific Resources:

- **After-School Programs: Keeping Children Safe and Smart** focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.
- Gives information to corporations for partnership within the community to benefit school programs for youth.

University of California at Irvine - *www.gse.uci.edu/after-school/us*
After-school staff training and program resource materials for local projects in California and beyond can be found on this very rich Web site.

U.S. Department of Agriculture - *www.fns.usda.gov/cnd*
The Child Nutrition program of the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement.

U.S. Department of Education - *www.ed.gov*
The Department presents information about national education issues, publications, education statistics, and its different offices and programs. For more about after-school programs, visit 21st Century Community Learning Centers at *www.ed.gov/21stcclc/*.

Specific Resources:

- **21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families** is a publication on aspects of the 21st CCLC and a description of the initial challenges and successes of the program.
- **Bringing Education to After-school Programs** helps after-school providers understand how to integrate academic content (e.g., reading and mathematics) into their programs to enhance children's learning.

Specific Resources (continued):

- **Keeping Schools Open as Community Learning Centers: Extended Learning in a Safe, Drug-Free Environment Before and After-school** is designed to help schools and community-based organizations begin their process of keeping neighborhood schools open for children and families.
- **Safe and Smart: Making After-School Hours Work for Kids** highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.

U.S. Department of Health and Human Services - *www.hhs.gov*
The section on Health and Human Child Care Programs, including the Child Care Development Fund, offer useful resources.

Specific Resources:

- **Promoting Better Health for Young People Through Physical Activity and Sports** is a report to the President from the Secretary of Health and Human Services and the Secretary of Education, available at: www.cdc.gov/nccdphp/dash/presphysactrpt/after-school.htm

U.S. Department of Justice - *www.usdoj.gov/kidspage*
This site provides information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

In addition to Web sites, listserv opportunities exist:

EDinfo
Subscribe to this news service listserv with the latest information about the U.S. Department of Education at www.ed.gov/news.html

ERIC Clearinghouse on Elementary and Early Childhood Education
Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. Send a message (without your e-mail signature if you have one) to: listserv@postoffice.cso.uiuc.edu. Leave the subject line blank and just type subscribe SAC-L <Your Full Name Here>

After-school listserv
The after-school listserv, organized by the C.S. Mott Foundation, is hosted by the Academy for Educational Development. The listserv is designed to provide a forum for the exchange of information, ideas, resources, and experiences. To subscribe, send a message to ppas@aed.org.

B. Selected Published Research Articles on After-school

Full citations to some of the key resources cited in the Non-Regulatory Guidance are provided below, as well as citations to other research studies and evaluation reports.

After-School Programs that Promote Child and Adolescent Development: Summary of a Workshop (2000). Committee on Community-Level Programs for Youth, Jennifer Appleton Gootman, *Editor*, Board on Children, Youth, and Families, National Research Council, Institute of Medicine. http://www.nap.edu/catalog/9944.html

Community Programs to Promote Youth Development (2002). Committee on Community-Level Programs for Youth, Jacquelynne Eccles and Jennifer Appleton Gootman, *Editors*, Board on Children, Youth, and Families, National Research Council and Institute of Medicine. http://www.nap.edu/books/0309072751/html/

Beckett, M., Hawken A., Jacknowitz A. (2001) Accountability for After-School Care: Devising Standards and Measuring Adherence to Them. Rand Corporation. http://www.rand.org/publications/MR/MR1411/

Fletcher, A. J., (May 2002). Balanced and Diversified Funding: A Formula for Long-Term Sustainability for After School Programs. California Department of Education/Foundation Consortium Partnership. www.nccenet.org/funding/balanced_funding_paper.htm

Fletcher, A.J., (March 2002). Building Exemplary After School Programs: Nine Keys to Success. California Department of Education/Foundation Consortium Partnership. www.nccenet.org/

Hahn, A., Leavitt, T., & Aaron, P. (June 1994). Evaluation of the Quantum Opportunities Program: Did the Program Work? Waltham, MA: Brandeis University.

Hamilton, Laura S., Vi-Nhuan Le, Stephen P. Klein. (1999). Foundations School-Age Enrichment Program: Evaluation of Student Achievement. Rand Education.

Hanson, L. Extended Day: An Innovative Support Program. The Hood Children's Literacy Project, Lesley College, Cambridge, MA. http://www.lesley.edu/academic_centers/hood/currentshome.html. (March, 2002).

This paper describes and evaluates the effectiveness of the Extended-Day Academic Support Program (in Arlington, MA), a 10-week after-school program that focused on improving student achievement, specifically in writing. It begins with the program's three goals: improving grade 4, 5, and 8 students' achievement in writing; providing professional development for teachers in the teaching of writing; and giving parents access to information about how they can help support their children's writing development at home. The paper addresses organization of the program, program evaluation components, preliminary findings and results, and pre- and post-assessment writing results. It notes that teachers, students, and parents were generally positive in

their perceptions of the program, and that, for the most part, posttests showed a great deal of growth, especially in topic development and organization.

Pierce, K. M, J. V. Hamm, and D. L. Vandell. Experiences in After-School Programs and Children's Adjustment in First-Grade Classrooms. *Child Development* 70, 756-67, 1999.

This article relates children's experience in after-school programs to first-grade performance. The study reported that positive staff behavior is associated with fewer behavior problems in boys, while negative reactions by staff was related to poorer reading and math grades among the boys. More frequent negative peer interactions in the programs was also correlated with increased behavior problems and poorer social skills.

Posner, J. K. and D.L. Vandell. After-School Activities and the Development of Low-Income Urban Children: A Longitudinal Study. *Developmental Psychology* 35, 868-79, 1999.

This paper studied after-school activities of third graders for two years. It found that children attending after-school programs spent more time on academic and extracurricular activities; children in informal care spent more time watching television and "hanging out."

Posner, J. K. and D. L. Vandell. Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? *Child Development* 65, 440-56, 1994.

This paper examined the effects of four different types of after-school care arrangements (formal after-school programs, mother care, informal adult supervision, and self-care) on 216 children from low-income families. Children who participated in formal after-school programs had higher academic and conduct grades in school and spent less time watching television than children in the other care arrangements.

Rosenthal, R. and D. L. Vandell. Quality of Care at School-Aged Child-Care Programs: Regulatable Features, Observed Experiences, Child Perspectives, and Parent Perspectives. *Child Development*, 67, 2434-45, 1996.

This article examined the experiences of 180 children and 152 parents in 30 child-care programs. It found that children had more positive perceptions when programs offered a greater variety of activities, while parents had more positive perceptions when child-adult ratios were smaller.

Schinke, S.P., Cole, K.C., Poulin, S.R. "Enhancing the Educational Achievement of At-Risk Youth," *Prevention Science*, 1, 1, 51-60, 2000.

Weisman, Stephanie A., Soulé, David A., and Womer, Shannon C. under the direction of Denise C. Gottfredson (2001), Maryland After School Community Grant Program: Report on the 1999-2000 School Year Evaluation of the Phase I After-School Programs.

C. Resources for Youth Development and Learning Supports

Program Title	Funding Source	Local Information Source	Activities and Services Supported
City/County System Coordination			
Community Development Block Grant	*Federal* U.S. Department of Housing and Urban Development	City	Coordination of support and services to families. Facilities and direct service to families to strengthen and improve community life.
Interagency Children Services Act	*State*—SB 997 and 786 (no funding source) Permits regulations to be waived and reallocates existing resources	Check county agencies	Establishes Interagency Youth Service Councils. Encourages local development of comprehensive and collaborative delivery systems for all services provided to children and youth, enhancing local governance requirement of Healthy Start.
Community Based Family Resource Program	*State* Department of Social Services, Office of Child Abuse Prevention	Public Agencies, Schools and Non profit agencies	Expands innovative, comprehensive family resource centers.
Juvenile Crime Enforcement and Accountability Challenge Grant Program	*State* SB 1760 Board of Corrections	Juvenile Justice Coordinating Councils	Develop and implement a comprehensive, multi-agency strategy for preventing and effectively responding to juvenile crime.
Partnership for Responsible Parenting	*State* Department of Health Services, Office of Criminal Justice Planning and others	Public Health Department and other County agencies	Initiative designed to address problems associated with teen and unwed pregnancy and fatherlessness by establishing: community challenge grants, public awareness media campaign, statutory rape prosecution, and mentoring programs.
California Children and Families Initiative	*State* Proposition 10 (1998)	County Children & Families First Commissions	Approximately $700 million in funding from cigarette tax to create comprehensive delivery system to promote early childhood development including parenting education, family support services, and multimedia campaign on early childhood development.
Family Support/Social Services			
Temporary Assistance to Needy Families (TANF) CalWORKs (AB 1542)	*Federal* Temporary Assistance to Needy Families (TANF) block grants; plus state and county matching funds	County departments of social services	Provides cash assistance to families with minor children. Eligibility is based on family income. Establishes a 5-year lifetime limit on aid. Connects participants to employment preparation and job skills development activities; child care and development services; adult education and vocational education programs; mental health services and other services as needed.
Social Services Block Grant	*Federal* Title XX Social Security Act	Social Services	Activities that promote family self-sufficiency, prevent child abuse and neglect, and out-of-home placement.
Child Welfare Services	*Federal* Title IV-B Subpart 1 Social Security Act	Social Services	Emergency caretaker/homemaker, financial assistance. Family preservation, mental health, alcohol and drug abuse counseling, post adoption services.
Foster Care Maintenance and Adoption Assistance	*Federal* Title IV-E Social Security Act	Social Services	Out of home placement and reunification, pre and post-placement prevention activities. Pays for costs for minors and cost for staff, including staff training.

Program Title	Funding Source	Local Information Source	Activities and Services Supported
Health Services			
Local Educational Agency (LEA) Medi-Cal Billing Option	*Federal* Title XIX Medicaid Funding	Schools, Districts, County Offices of Education, Collaborative partners	Bill for medically necessary services for Medi-Cal eligible students; reinvest in broad range of support, prevention, intervention, and treatment activities for children and their families to sustain local Healthy Start initiatives.
Targeted Case Management (LEA Medi-Cal)	*Federal* Schools, Districts, County Offices of Education, Collaborative partners	Schools, Districts, County Offices of Education, Collaborative partners	Bill for case management of services to Medi-Cal eligible at risk and special education students and their families. Reinvest as above.
Medi-Cal Administrative Activities (LEA Medi-Cal)	*Federal* Title XIX Medicaid Funding	Public Health Department and Local Education Consortium (LEC)	Activities associated with administration of the LEA Medi-Cal program.
EPSDT (Early & Periodic Screening, Diagnosis and Treatment) Supplemental and CHDP (Child Health and Disability Prevention) Program	*Federal* Title XIX Medicaid Funding	Public Health Department, Managed Care Agency	Provides kinds and frequency of health assessments and treatments and types of providers not otherwise available to eligible population 0 - 21 years.
Federally Qualified Health Clinic (FQHC)	*Federal* Title XIX Medicaid Funding	Public Health Department	Medi-Cal activities and services for Medi-Cal eligible in medically underserved areas. Rate is higher, cost-based.
Children's Dental Disease Prevention Program	*State* SB 111	County Health Departments and County Offices of Education	Provides school-based dental health education and dental services that include fluoride, screenings, and treatment referral mechanisms.
Community Tobacco Use Prevention Program	Department of Health Services, Tobacco Control Section	Community based organizations, schools	Conduct interventions that support three priority areas: environmental tobacco smoke, youth access to tobacco products, and counter pro-tobacco tactics.
Healthy Families and Expanded Medi-Cal for Children	*Federal* Child Health Insurance Program (CHIP) *And State*	Department of Health Services, County Social Services, and Managed Risk Medical Insurance Board (State)	Provides low cost and no cost medical, dental & vision care insurance for qualified children up to age 19. Provides a sign-up fee for assisting families with the application.
Mental Health Services			
Children's System of Care	*State* California Department of Mental Health	County Departments of Mental Health	Delivery integrated human services to children with serious emotional disturbances who are at risk of out-of-home placement. Strives to keep these children safe, in home, in school, and out of the juvenile justice system.
Substance Abuse Block Grant	*Federal* Substance Abuse and Mental Health Services, Administrative Block Grants	County Health Department/Alcohol and Other Drug Programs	Alcohol and drug abuse prevention, treatment, and after-care services.
Early Mental Health Initiative	*State* AB 1650 Department of Mental Health	Schools, Districts, Local Education Agencies	Serves children (K-3) identified as having minor school adjustment difficulties to ensure a good start in school and future school success. Provides for use of alternative personnel, cooperation with parents and teachers, plus monitoring and evaluation.

Employment and Economic Development			
Vocational Education	*Federal, State, Local*	School Districts, County Offices of Education, Community Colleges, Community-based organizations	Provide assessment, counseling, vocational education, on-the-job training, job placement, and basic/remedial education to youth and adults (check for eligibility).
One-Stop Career Center System Initiative	*Federal* Department of Labor	Employment Development Department, Service Delivery Area/Private Industry Council	Plans and implements an integrated, comprehensive, customer-focused, and performance-based service delivery system for employment, training, and related education programs and services.
Job Training Partnership Act	*Federal* Department of Labor	Private Industry Council, School District, County Offices of Education, Community Colleges	Provides employability services including job placement, basic/remedial education, on-the-job training and vocational education to economically disadvantaged adults, youth, and older workers.
Job Service (Also Job Agent & Intensive Services Programs)	*Federal* Department of Labor *And State* Employment Development Department	Employment Development Department	Helps employers find job-ready applicants for their job openings and reduces unemployment for adults and youth by providing job placement, counseling, testing, job fairs, job search training workshops, employer services, and labor market information.
Youth Development			
21st Century Community Learning Centers (www.ed.gov/offices/OERI)	*Federal* U.S. Department of Education ($400 - 600 million estimated appropriation)	U.S. Department of Education (Region IX). (415) 437-7526	Provides expanded learning opportunities for participating children in a safe, drug-free and supervised environment.
California Mentor Initiative (CMI)	*State* California Department of Alcohol and Drug Programs in collaboration with other state agencies	California Department of Alcohol and Drug Programs; (916) 324-4398	Designed to reduce alcohol/drug use, teen pregnancy, educational failure, and gangs and violence by recruiting and training mentors. Has centralized location for accessing mentoring programs and offering technical assistance.
Academic Volunteer and Mentor Service Program	*State* Governor's Office of Child Development & Education	Governor's Office of Child Development and Education (916) 323-0611	To provide a caring adult mentor for every at-risk student.
America Reads Challenge: The Reading Excellence Act (HR2614/S1596)	*Federal* U.S. Department of Education $260 million for FY 1999	U.S. Department of Education (Region IX). (415) 437-7526 (State educational agencies must apply to administer funds through a national competitive process)	Provides children with the readiness skills and support they need in early childhood to learn and read once they enter school. Supports three key activities: professional development, out-of-school tutoring, and family literacy in pre K-grade 3.
AmeriCorps	*Federal* Corporation for National Service (also administers the RSVP; Senior Corps; & VISTA)	California Commission on Improving Life Through Service (state agency which administers the program)	Engages people of all ages and backgrounds in full or part-time service in the areas of education, public safety, human needs, and the environment. Provides educational awards for 1-2 years of community service.
America Reads AmeriCorps & Student Academic Partnerships Program (SB 316)	*Federal* U.S. Department of Education	California Commission on Improving Life Through Service; California Department of Education, Goals 2000 Office	Emphasizes helping children read well by the end of the third grade. Support is provided to recruit and coordinate reading tutors and academic mentors. SB 316 is funded under Goals 2000 and focuses on recruiting college students to tutor reading, writing, and mathematics for children grades K-6.
California Conservation Corps (CCC)	*State* CCC administers a portion of federal AmeriCorps funds	Regional California Conservation Corps Centers	Provides job training and supervision using a crew-based strategy. Corps members may be employed in a broad range of direct service activities including education related activities.

School-Age Community Child Care Programs (Latchkey)	*State* California Department of Education, Child Development Division	Local Child Care Planning Councils; Resource & Referral Agencies	Provides a safe environment with age and developmentally appropriate activities for school-age children during the hours immediately before and after the normal school day and during school vacation and intersessions.
Local Child Care Planning Councils	*State* California Department of Education, Child Development Division	Local Child Care Planning Councils	Councils are established at the county level to assess county child care and development needs and establish program priorities for communities. They encompass community and child care representatives and enhance collaboration among children's services and interest groups.
Resource & Referral Agencies (R&R)	*State* California Department of Education, Child Development Division	California Child Care Resource & Referral Network state office: 415-882-0234	R&Rs are located in every county and assist parents in locating child care. They have well-developed systems that support parents, providers, and local communities in finding, planning for, and providing affordable, quality child care. Can direct individuals/organizations to local California Association for Education of Young Children chapters.
Child Care Facilities Revolving Fund	*State* California Department of Education, Child Development Division (CDD)	CDD with questions regarding contractor eligibility (926) 322-6233); School Facilities Planning Division with questions regarding the application and lease (916) 322-2470); www.cde.ca.gov/dmsbranch/sfpdiv/index	Used to purchase, transport, or install new portable child care facilities leased to school districts and contracting agencies that provide child care and development services. CDD contractors may apply for funds to lease-purchase portables for replacement and expansion of capacity.
Child Care and Development Facilities Loan Guarantee and Direct Loan Fund Programs	*State* California Department of Housing and Community Development	California Department of Housing and Community Development	Schools and others interested in obtaining a loan to purchase, maintain, improve or expand a licensed child care facility may be eligible.
TANF Recipient Training Child Development Careers	*State* California Department of Education, Child Development Division (CDD) (916) 322-6233	CDD; local Child Care Planning Councils; local Resource & Referral centers	Provides competitive grants to public and private agencies that develop programs to recruit, educate, train, and employ CalWORKs participants in child care. CA Dept. of Social Services administers similar program.
Child Development Training Consortium	*State* California Department of Education Child Development Division (CDD) (916) 322-6233	Child Development Training Consortium office, Modesto, CA; local community colleges; CDD	Works with community colleges to offer coursework leading to certification on the Child Development Permit Matrix and engages in local outreach to recruit and train under-represented groups. Sponsors Mentor Teacher programs.
Foster Grandparent Program	*Combination of State and Federal monies*	Local Area Agency on Aging (AAA) or California Department of Aging web site (www.aging.state.ca.us)	Foster grandmothers and grandfathers mentor children ages 0-21 who experience some form of hardship (e.g., infants suffering from heath problems, students in juvenile halls; students of the California Youth Authority).
Big Brothers/Big Sisters of America; Boys & Girls Clubs of America; Boy & Girl Scouts of America; Camp Fire Boys & Girls; YMCA and YWCA of the USA; 4H Clubs	*Varies by local program*	Local chapters in your area; local parks and recreation departments (or contact the national organization).	Broad range of youth enrichment and recreation activities. These clubs are often involved in after-school activities.

Education Services				
Education Reform and Innovation				
Initiative/Program	**Funding**	**Purpose**	**Who's Eligible**	**Contact At California Department of Education**
AB IX California Peer Assistance and Review Program	State *California Department of Education*	Establishes a teacher peer assistance and review system.	School Districts, county offices of education	Professional Development Unit, High School Division (916) 324-5689
SB IX Education Accountability	State *California Department of Education*	Establishes a statewide accountability system that will hold each school accountable for annual student achievement, including a process for rewards and sanctions.	Local Education Agencies	For II/USP, District & School Support Division, (916) 653-2428
SB 2X High School Exit Exam	State *California Department of Education*	Requires development of a High School Exit Examination which will affect the high school graduating class of 2004.	School Districts with high schools	Standards, Curriculum & Assessment Division (916) 657-3011
Grade Level Reform Initiatives	*California Department of Education* General Education funds	Establishes the vision and strategies to enable academic success for all students, including collaborative partnerships with parents, other agencies, and community members. Grade level reform documents (4) available	School districts & county offices of education	Child Development Division (916) 322-6233 Elementary Education Division (916) 657-2926 Secondary Education Division (916) 657-2532
School Improvement Program (SIP)	*State* *School Improvement Funding* Education Code 62002	For activities that improve all students' ability to learn and schools' instructional program for all students	Schools, districts	Elementary Grades (916) 657-5440 Secondary Level Alameda COE (510) 887-0152
Even Start Family Literacy	*Federal* Improving America's Schools Act (IASA)	Serves families (parents with children 0-7 living in a low income area) by integrating early childhood education, adult basic education, parenting education; and coordinating service delivery agencies.	Schools, districts, county offices of education, community based organizations, universities/colleges	Sallie Wilson (916) 323-5765
Individuals with Disabilities Act (IDEA)	*Federal* PL 94-142 part H	Assessment and preventive services for very young children at risk of developmental disabilities. Also transition into appropriate school setting.	Schools, districts, county offices of education	Special Education Division (916) 445-4613 or (800) 926-0648 Info. on procedural safeguards

Initiative/Program	Funding	Purpose	Who's Eligible	Contact At California Department of Education
Job Training Partnership Act – 8% Statewide Education Coordination and Grants	*Federal* JTPA 8%-30% Projects ($75,000) and JTPA 8%-50% CalWORKs Education Services	Provides youth and adults with barriers to employment with a range of occupational skills through school-to-career and CalWORKs projects.	Private Industry Councils with school districts, county offices of education, adult schools, regional occupational programs/centers, and community colleges	Workforce Development Office (916) 323-4437
Adult Education	*Federal and State*	Provides adults and out-of-school youth with basic/remedial education, English-as-a-second language, and vocational education services.	School districts, community colleges	Adult Education Field Assistance Unit (916) 322-2175
Cal Serve	*Federal* $30 – 100,000 based on district ADA ($700,000 Statewide)	Provides local and regional support for service learning (K-12).	School districts	Youth Education Partnerships Office *(916) 653-3768*
Foster Youth Program	*State* California Department of Education	Provides instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and related services to children in licensed institutions and out-of-home placements.	County offices of education	Educational Support Systems Division *Educational Options Office* *(916) 445-5700* *www.cde.ca.gov/spbranch*
Goals 2000	*Federal* Goals 2000 Educate America Act	Local Improvement Grants support locally determined, standards-based reform efforts. SB 316 funds support tutoring for grades K-6 in reading, writing, and mathematics (also America Reads AmeriCorps).	Local Education Agencies	Local Improvement Grants: Deborah Tucker; (916) 323-9963; *SB 316 (916) 657-3391*
Pupil Promotion and Retention/Mandatory Intensive Instructional Programs (AB 1626; AB 1639; SB 1370, 1998)	*State* California Department of Education	Requires school districts and county offices of education to establish policies regarding the promotion and retention of pupils. Provides funding for and requires school districts to offer intensive supplemental instruction during summer school, before/after school, Saturday or intersession periods to students in grades 2-9.	School districts, county offices of education	Education Support and Networks Division District and School Programs Coordination Office (916) 654-2428 *www.cde.ca.gov/ppr*
Community-Based English Tutoring Program (enacted under Proposition 227, 1998)	*State* California Department of Education Funding based on the number of limited English proficiency (LEP) pupils in the school district	Provides free or subsidized English language instruction for parents and other community members to provide English language tutoring to children and school-aged youth from LEP backgrounds. The intent is to raise the English language proficiency in the community.	School districts, county offices of education	Language Policy and Leadership Office Jorge Gai (916) 657-3677

School Safety and Violence Prevention				
School Safety & Violence Prevention Act of 1999 (AB 1113)	$72m statewide Entitlement based on enrollment in grades 8-12, with guaranteed minimum for small districts and counties	To provide for safe schools and violence prevention among pupils.	Schools districts and county offices of education maintaining any of the grades 8 through 12	Louise Chiatovich (SSVPO) (916) 45-5695
Safe School Plan Implementation	$500,000 statewide $5,000 per school; up to 100 issued each year	To assist schools in implementing a portion of their Safe School Plan.	Schools	Steve Schwendimann (SSVPO) (916) 323-5277 Arlene Shea Attorney General's Office (916) 324-7863
Conflict Resolution and Youth Mediation	$280,000 Statewide $10,000 per school	To implement a conflict resolution and youth mediation program through onsite training, integrated curriculum, and school community involvement.	School districts	Bonnie Williamson (SSVPO) (916) 324-6159 Arlene Shea Attorney General's Office (916) 324-7863
School Community Policing Partnership	$10 million Up to $325,000 each over a 3-year period	To implement a school/community/police collaborative to deal with school crime and safety issues.	School districts and county offices of education	Yvette Rowlett (SSVPO) (916) 445-5737 Steve Jefferies Attorney General's Office (916) 324-7863
Gang Risk Intervention Program (GRIP)	$3 million Grants of $100,000 per year	To intervene and prevent gang violence.	County offices of education	Chuck Nichols (SSVPO) (916) 323-1026
High-Risk Youth Education and Public safety	$18 million statewide (5-year projects)	To design and implement early interventions to prevent chronic juvenile delinquency.	School districts and county offices of education	Bill Lane (SSVPO) (916) 323-5721
Student Leadership Grant Program	$120,000 statewide Up to $5,000 per grant	To implement safe/healthy school projects that are designed and led by students.	High schools	Bonnie Williamson (SSVPO) (916) 324-6159
Title IV (IASA) Safe & Drug Free Schools & Communities	$41.1 million statewide (70% entitlement, 30% greatest need)	To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools.	County offices of education and school districts receive entitlements	Jerry Hardenburg (SSVPO) (916) 323-1025 Greg Wolfe Healthy Kids Program Office (916) 657-3040
Safety Plans for New Schools	$3 million statewide (new program)	To fund development and implementation of mandated Safe School Plans	School districts and county offices of education	Steve Schwendimann (SSVPO) (916) 323-5277

Alcohol, Tobacco and Other Drugs				
Title IV (IASA) Safe & Drug Free Schools & Communities	$41.1 million (70% entitlement, 30% greatest need)	To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools.	County offices of education and school districts receive entitlements	Learning Support and Partnerships Division Healthy Kids Program Office (916) 657-3040 Education Support and Partnerships Division Safe Schools and Violence Prevention Office (916) 323-1025 www.cde.ca.gov/spbranch/safety
Tobacco Use Prevention Education (TUPE) Grades 4 through 8	$11.9 million entitlement	To provide tobacco education and prevention programs for grades 4-8 based on ADA.	County offices of education and school districts	Learning Support and Partnerships Division Healthy Kids Program Office (916) 657-2810 www.cde.ca.gov/healthykids
Tobacco Use Prevention Education (TUPE) Grades 9-12	$5 million	To encourage effective programs directed at tobacco use reduction among students in grades 9-12.	County offices of education and school districts	**Learning Support and Partnerships Division** Healthy Kids Program Office (916) 657-2810 www.cde.ca.gov/healthykids
TUPE Innovative Projects	$2,666,667	To promote and expand innovative and promising tobacco projects.	Districts and county offices of education with innovative projects	Healthy Kids Program Office (916) 657-2810
School Integrated Services				
Healthy Start Support Services For Children Act (SB 620, 1991)	$39 Million Statewide: $50,000 Collaborative Planning Grants $400,000 Operational Grants	Planning or implementing/expanding school integrated supports and services to assist children, youth and families with achieving academic and life success.	County Offices of Education and Districts. Targeted to schools with high population of low income and LEP students	Learning Support and Partnerships Division Healthy Start and After School Partnerships Office (916) 657-3558 www.cde.ca.gov/healthystart
Coordinated Services (IASA) Title XI	*Federal* Title XI Improving America's Schools Act (up to 5% of funds allocated for other IASA Titles)	Develop, implement or expand coordinated social, health, and education support and service programs for children and their families.	Schools, Districts (Waiver must be submitted to CDE for approval)	Learning and Support and Partnerships Division Healthy Start and After School Partnerships Office (916) 657-3558 www.cde.ca.gov/healthystart
HIV/AIDS Grant Programs				
HIV/STD Prevention Education Grant Program	$ 260,000 per year for two years	Use local HIV/STD prevention resources to deliver age-appropriate and culturally sensitive HIV/STD education for youth at high risk for HIV infection.	School Districts and County Offices of Education	Learning Support and Partnerships Division School Health Connections Office (916) 657-5255 www.cde.ca.gov/lsp/cyfsbranch/health

Homeless Children Services				
Education for Homeless Children and Youth Program	*Federal* $2.3 Million Statewide (Approximate)	To ensure homeless children are provided the same free, appropriate public education as provided to other children and youth.	County Offices of Education and School Districts	Title I Policy and Partnerships Office (916) 657-2577
Teenage Pregnancy Prevention				
Teenage Pregnancy Prevention Grant Program	*State* $10 million statewide each year	5-year competitive grant program to delay the onset of sexual activity and reduce the incidence of teenage pregnancy.	County Offices of Education and School Districts	Learning Support and Partnerships Division School Health Connections Office (916) 653-4512
Nutrition Education and Services				
Child Care and Adult Food Program	*Federal* $2,716,663 Provides reimbursement for lunch, supper, breakfast, and for morning, afternoon, or evening snack. Does not include commodity contribution.	Provides a combination of nutritious meals and snacks to children enrolled for care through USDA reimbursement.	Public and private non-profit schools and child care facilities	Nutrition Services Division Field Services Unit (916) 445-0850 or (800) 952-5609 www.cde.ca.gov/nsd
National School Lunch Program (NSLP)	*Federal* $1,310,481,000	*Federally* funded through USDA. Provides nutritious lunches to children through reimbursement for paid, reduced and free meals.	Public and private non-profit schools	Nutrition Services Division (916) 323-4558 www.cde.ca.gov/nsd
School Nutrition Policy Grants	Grants of $10,000 to $20,000 per school district. Propose to fund 6 to 8 pilot projects from Feb. 1, 2002 to June 30, 2003 (17 months)	Fund school districts to direct local efforts for development and implementation of nutrition and physical activity policies, including the establishment of a school nutrition policy team	School districts and private, nonprofit schools that participate in the National School Lunch and/or School Breakfast Program	Nutrition Services Division Jan Lewis (916) 323-7185
Meal Supplements (snacks) in the NSLP This is a new program	*Federal* Reimbursement methods in schools with at least 50% of students approved for free or reduced-price meals, snacks reimbursed	*Federally* funded through USDA. Provides nutritious snack to children through reimbursement for paid, reduced-price and free snacks	Eligibility determined on a site-by-site basis. Eligible school site must be: 1.After-school care program operated by a school participating in NSLP; 2. Purpose of the program is to provide care in an after school setting; and 3. Program must include education or enrichment activities	Nutrition Services Division (916) 323-4558 www.cde.ca.gov/nsd
California State School Breakfast Program Start-Up Grants	*State* $1.8 million statewide Up to $15,000 per school	Defray expenses of initiating or expanding a School Breakfast Program	Schools that have no breakfast program, at least 30% needy students, and will maintain program for at least three years	Nutrition Services Division Program Resources and Education Jim Lane (916) 323-2479 jimlane@cde.ca.gov
School Breakfast Program	*Federal* $1,000,000 General Fund	Provides nutritious breakfasts to children through USDA reimbursements for paid, reduced fee and free meals	Public and private non-profit schools	Nutrition Services Division (916) 323-4558 www.cde.ca.gov/nsd

Before and After School Programs
Contacts for Regional Support Teams

Regional Leads for Before and After School Learning and Safe Neighborhoods Partnerships Program

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California Department of Education, Healthy Start and After School Partnerships Office, Learning Support and Partnerships Division, Child, Youth, and Family Services Branch

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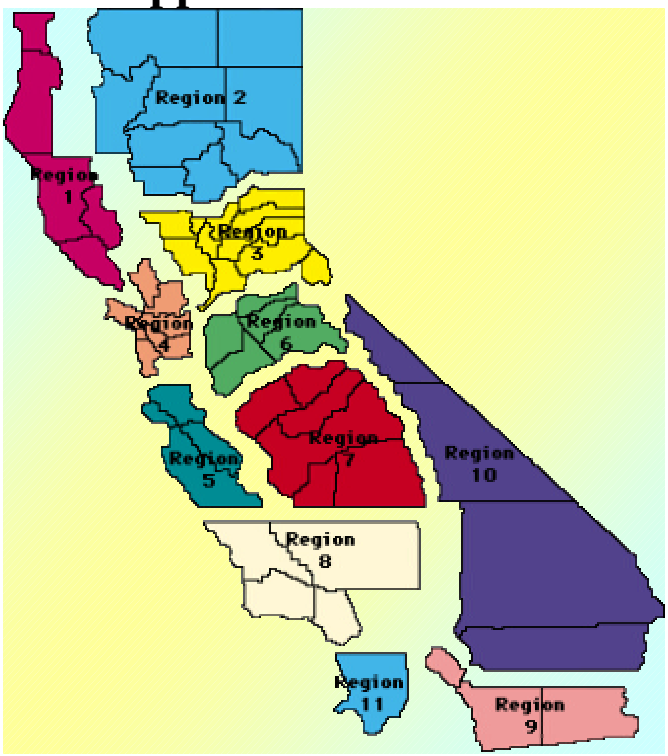
California AfterSchool Partnership: California Dept. of Education, Foundation Consortium, Governor's Office of the Secretary for Education



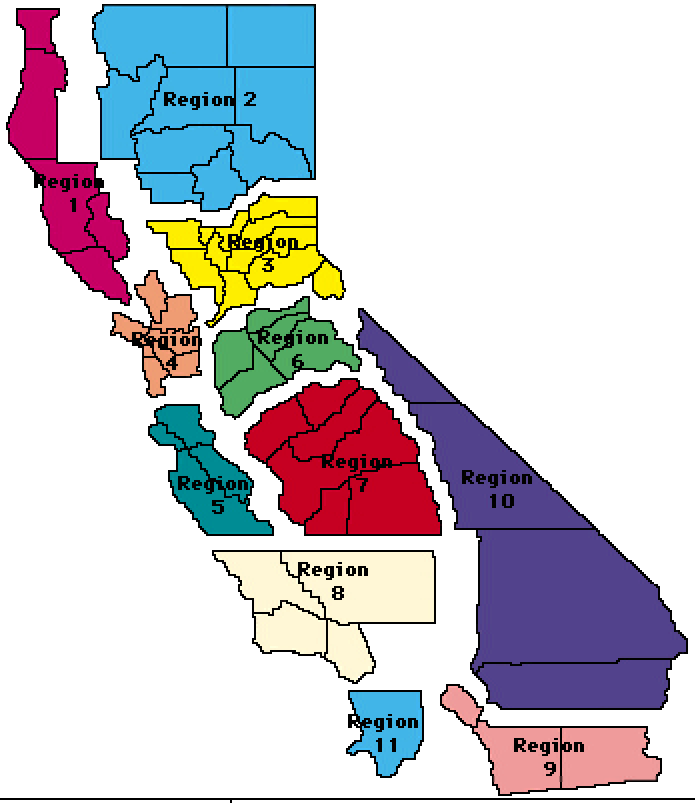
Regions	Statewide System of Field Support for Before and After School Programs:			Counties:
	California Department of Education Healthy Start and After School Learning Partnerships Office 721 Capitol Mall, Third Floor Sacramento, CA 95814 **CDE: 916-657-3558** FAX 916-657-4611; www.cde.ca.gov/afterschool/	**Regional Leadership for Before and After School Learning and Safe Neighborhoods Partnerships Program**	**Intermediary for California AfterSchool Partnership** Center for Collaborative Solutions (CCS) 1329 Howe Avenue, Suite 200 Sacramento, CA 95825 **CCS: 916-567-9911** FAX 916-567-0776; www.ccscenter.org	**Counties served within the County Education Superintendents' Regions**
Statewide Leadership	Pat Rainey, Administrator Healthy Start and After School Partnerships Office, CDE prainey@cde.ca.gov Julie Baltazar, Staff Services Manager, HSASP Office jbaltaza@cde.ca.gov	"Regional Lead" is the first contact regarding support for before and after school programs *(Contact CDE for information re: state policy and fiscal issues.)*	Janet Walden, President & CEO, CCS, 916-567-9911 jwalden@ccscenter.org Andi Fletcher, 916-428-6600 DrAndiASP@aol.com	Search for additional services in each county via: **California County Superintendents Educational Services Association** (www.ccsesa.org)
1	Judy Anderson, Consultant 916-657-4773 juanders@cde.ca.gov	Lucia Bianchi Mendocino COE 2240 Eastside Road Ukiah, CA 95482 707-467-5145; fax 467-5115 lucia@mcoe.k12.ca.us	Gloria Halley, Lead Mentor 530-532-5839 ghalley@bcoe.org	**Del Norte, Humboldt, Lake, Mendocino, Sonoma**
2	Judy Anderson, Consultant 916-657-4773 juanders@cde.ca.gov	Amy Christianson Butte COE 1859 Bird Street Oroville, CA 95965 530-532-5705; fax 532-5699 achristi@bcoe.org	Gloria Halley, Lead Mentor 530-532-5839 ghalley@bcoe.org	**Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity**
3	**John Malloy**, Consultant 916-654-6446 jmalloy@cde.ca.gov	**Linda Burkholder** Folsom Cordova USD 10850 Gadsten Way Rancho Cordova, CA 95670 916-861-0611; fax 861-0648 lburkhol@fcusd.k12.ca.us	**Ediel Butts**, Lead Mentor 916-991-0808; cell 524-5490 EbuttsASP@aol.com *and* **Gloria Halley** *(above)*	**Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba**

Please forward comments/updates to JBrown, Consultant, Regional Grants; jbrown@cde.ca.gov; 916-657-5447; fax 916-657-4611; (7/03/02)

	Statewide System of Field Support for Before and After School Programs:			
4	**Mary Lu Graham**, Consultant 916-657-3918 mgraham@cde.ca.gov *and* **Linda Sain**, Consultant 916-657-3144 lsain@cde.ca.gov	**Dina Hatchuel** Hatchuel, Tabernik & Assoc., Inc. 1516 Fifth Street Berkeley, CA 94710 510-559-3193; fax 559-3166 dina_hatchuel1@hta1.com	**Darlene Currie**, Lead Mentor 415-776-4113 DrCurrie2@aol.com *and* **Antonio Jones** *(below)*	**Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano**
5	**Doug McDougall**, Consultant 916-657-4906 dmcdouga@cde.ca.gov	**Rocio Abundis-Rodriguez** Monterey County Office of Ed. 901 Blanco Cr., PO Box 80851 Salinas, CA 93912-0851 831-784-4168; fax 755-0367 rabundis@monterey.k12.ca.us *and* **Anne Wheelis**, Curric. & Instruction Dept; 831-755-6466 awheelis@monterey.k12.ca.us	**Ediel Butts**, Lead Mentor 916-991-0808; cell 524-5490 EbuttsASP@aol.com	**Monterey, San Benito, Santa Clara, Santa Cruz**
6	**Norma Munroe** 916-657-3558 nmunroe@cde.ca.gov	**Vicki Bauman** Stanislaus County Office of Ed. 1100 H Street Modesto, CA 95354 209-525-5132; fax 525-4912 vbauman@stan-co.k12.ca.us	**Antonio Jones**, Lead Mentor 916-419-5404; fax 419-5405 cell 916-501-7044 antoniojonesASP@aol.com	**Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne**
7	**Norma Munroe** 916-657-3558 nmunroe@cde.ca.gov	**Pansy Torres Ceballos** Tulare County Office of Ed. 7000 Doe Avenue, Bldg. 300 Visalia, CA 93291 559-651-0155; fax 651-0172 pansyc@tcoe.org *and* **Sally Bakke** 559-733-6300; sbakke@tcoe.org	**Gary Moody**, Lead Mentor 559-259-6305 GmoodyASP@aol.com	**Kings, Fresno, Madera, Mariposa, Merced, Tulare**
8	**Linda Ryerson**, Consultant 916-653-6415 lryerson@cde.ca.gov	**Judy Seyle** Ventura Co. Educational Services Center 570 Airport Way Camarillo, CA 93010 805-388-4412; fax 388-4329 jseyle@vcss.k12.ca.us *and* **John Anderson** janderson@vcss.k12.ca.us	**Becky Newman**, Lead Mentor 949-786-1669 fax 949-786-2668 cell 949-874-6166 rlnewman@cox.net	**Kern, San Luis Obispo, Santa Barbara, Ventura**
9	**Judi Brown**, Consultant 916-657-5447 jbrown@cde.ca.gov	**Barbara Meloy** San Diego COE, Safe Schools 5404 Napa Street San Diego, CA 92110 619-718-6671; fax 688-2409 bmeloy@sdcoe.k12.ca.us	**Becky Newman**, Lead Mentor 949-786-1669 *(above)* rlnewman@cox.net *and* **Ray Trinidad**, Mentor 310-433-6987 RayJTrinidad@aol.com	**Imperial, Orange, San Diego**
10	**Linda Ryerson**, Consultant 916-653-6415 lryerson@cde.ca.gov	**Joanne Parsons** Inyo County Office of Ed. P.O. Box 970 960 Sugarloaf Rd., Bldg. 3 Big Pine, CA 93513 760-938-2936 x233; fax 760-938-3127 *and* **Catherine Hiatt**, Asst. Supt. catherine_hiatt@inyo.k12.ca.us	**Becky Newman**, Lead Mentor 949-786-1669 *(above)* rlnewman@cox.net *and* **Ediel Butts** *(above)*	**Inyo, Mono, Riverside, San Bernardino**
11	**Frank Pisi**, Consultant 916-657-4749 fpisi@cde.ca.gov *and* **Jane Ross**, Consultant 916-653-5270 jaross@cde.ca.gov	**Madeline Hall** Los Angeles Co. Office of Ed. 9300 Imperial Hwy., Rm. 103-2 Downey, CA 90242-2890 *562-922-6112; fax 940-1662* Hall_Madeline@lacoe.edu	**Becky Newman**, Lead 949-786-1669 rlnewman@cox.net *and* **Antonio Jones** *(above)*	**Los Angeles**

Healthy Start and After School Partnerships Office

After School Partnerships - Analyst Assignments



Region	Analyst	Counties
1	**Marcie Gregory** (916) 653-6212 mgregory@cde.ca.gov	Del Norte, Humboldt, Lake, Mendocino, Sonoma
2	**Marcie Gregory** (916) 653-6212 mgregory@cde.ca.gov	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity
3	**Marcie Gregory** (916) 653-6212 mgregory@cde.ca.gov	Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba
4	**Marcie Gregory** (916) 653-6212 mgregory@cde.ca.gov	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano
5	**Amy Cameron** (916) 657-4784 acameron@cde.ca.gov	Monterey, San Benito, Santa Clara, Santa Cruz
6	**Marcie Gregory** (916) 653-6212 mgregory@cde.ca.gov	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne
7	**Amy Cameron** (916) 657-4784 acameron@cde.ca.gov	Kings, Fresno, Madera, Mariposa, Merced, Tulare
8	**Amy Cameron** (916) 657-4784 acameron@cde.ca.gov	Kern, San Luis Obispo, Santa Barbara, Ventura
9	**Marcie Gregory** (916) 653-6212 mgregory@cde.ca.gov	Imperial, Orange, San Diego
10	**Amy Cameron** (916) 657-4784 acameron@cde.ca.gov	Inyo, Mono, Riverside, San Bernardino
11	**Amy Cameron** (916) 657-4784 acameron@cde.ca.gov	Los Angeles

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