Utah State Board of Education (USBE)
21st Century Community Learning Center (CCLC) Grant
Application Packet for 2023-2024 School Year Competition

THIS DOCUMENT IS MEANT TO BE A GUIDE AND MIRROR THE APPLICATION QUESTIONS AND ATTACHMENTS - COMPLETE APPLICATION QUESTIONS USING QUALTRICS LINK AND BUDGET IN UTAH GRANTS

ONLINE Bidders' Conference: 4/13/23 – 9:30 am – 11:30 am
MICROSOFT TEAMS LINK

REQUIRED Letter of Intent DUE: 4/21/23
Letter of Intent Form

Application Questions and Budget DUE in Utah Grants: 5/26/23

Questions: Contact Savannah Hunt (USBE 21st CCLC Grant Specialist) at savannah.hunt@schools.utah.gov

Utah State Board of Education (USBE)
21st Century Community Learning Center (CCLC) Grant Application 2023-2024
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Utah State Board of Education (USBE)
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Application Checklist
Application documents must be completed and received in the formats described in the application checklist.

Required Application Element	Submission Details and Information
Letter of Intent Form DUE via Qualtrics Form at 4/21/23 at 11:59 pm	• All prospective applicants must submit a letter of intent form using link below: ○ [Letter of Intent Form](#) • Submission of a letter of intent form is a requirement to apply for grant program

Application Questions
DUE via [Qualtrics Link in Utah Grants](#) at 5/26/23 at 5 pm
	○ Organization Information
	○ Program Site Information
	○ Private School Consultation
	○ Local Education Agency (LEA) Alignment (3,000 Character Limit)
	○ Absolute Priority Documentation
	  A. Demonstrating all program sites serve school(s) and/or community center with 40% of more poverty level
	  B. Highly recommend utilizing data from the Child Nutrition Program (CNP) October Survey
	    ▪ [CNP Reports](#)
	  C. Can use previous school year free and reduced price lunch rates data
	○ Competitive (Additional) Priority Points Documentation
	  A. Competitive Priority for Teacher Supervising Program
	  B. Competitive Priority for Serving Students from Refugee and Immigrant Backgrounds
	○ Application Questions
	  1. Needs Assessment
	  2. Project Design
	  3. Principals of Effectiveness
	  4. Program Evaluation
	  5. Academic Achievement

	6. Program Components 7. Inclusion 8. Family Engagement 9. Travel and Safety 10. Professional Development 11. Continuation 12. Budget (no additional application question, based on Utah Grants Budget Narrative and Gap Analysis) 13. Project Plan ○ File Uploads A. Gap Analysis Excel Form B. Project Plan C. School Principal Letter(s) D. Organization Chart - must include details on Key Personnel to Meet Project Goals and Outcomes E. Partnership Letter(s) - optional, maximum of five letters F. Data Sharing Documentation - can include agendas from meetings, emails or official data sharing agreements G. Up to 7 Graphs or Charts
Budget Information DUE via Utah Grant at 5/26/23 at 5 pm	• Submitted in Utah Grants Link - requires two-step approval process with creator of budget application and organization's internal approver • Budget Narrative Information

Utah State Board of Education (USBE)
21st Century Community Learning Center (CCLC) Grant Application 2023-2024
Helpful Information and Resources

Resource/Information	Information and/or Link to Access Resource
USBE 21st CCLC Grant Resources	• Link to Submit Questions about Grant Competition • Link to Question-and-Answer Page • Previous 21st CCLC Grant Competition Documents • USBE 21st CCLC Grant Webpage
Utah Grants Link	• Utah Grants Link • Budget narrative information is entered into the Utah Grants system
USBE Child Nutrition Information	USBE CNP Webpage
Data Sharing Template All grantees need to work towards a data sharing agreement in place with schools served as part of grant program.	USBE Student Data Privacy Webpage Example Data Sharing Template
Family Engagement Resources	USBE Family Engagement Resources Dual Capacity Framework
You for Youth (Y4Y) is online professional development and technical assistance (contracted by the Department of Education) for 21st CCLC programs, it is free for any afterschool program.	You for Youth (Y4Y) Website
This Y4Y list features tools for developing and implementing afterschool programming.	Starter Tool Kit - Y4Y
This Y4Y tool provides a template for conducting your organization's needs assessment process.	Program Needs Assessment - Y4Y
Utah Afterschool Network is a resource hub for all afterschool programs in Utah.	Utah Afterschool Network Website
Utah Afterschool Network School Alignment Toolkit	Utah Afterschool Network School Alignment Resources
State Summer Learning Network	Social Emotional and Academic Enrichment Resources
Summer Learning and Enrichment Collaborative	Summer Learning and Enrichment Resources

Education Resources and Information Center	[Education Research and Information Online Library](#)
What Works Clearinghouse	[Education Research Resources](#)
Evidence of ESSA	[Information on Programs Meeting ESSA Evidence Standards](#)

Utah State Board of Education (USBE)
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State Goals and Performance Indicators

State Goals	Performance Indicators
Goal 1: Participants in Utah 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral change.	1.1: *Academic Achievement Outcomes.* Regular program participants will demonstrate growth towards meeting state and local academic achievement standards in reading and mathematics.
	1.2: *Behavior Outcomes.* Regular program participants will demonstrate improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions.
Goal 2: Utah 21st CCLC programs will offer a broad array of additional services designed to complement the regular academic program based on the needs and interests of program participants.	2.1 *Core Educational Services.* All centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.
	2.2 *Enrichment and Support Activities.* All centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
	2.3 *Community Involvement.* All centers will establish and maintain partnerships within the community to enhance program success.
	2.4 *Implementation of Program Design.* All centers provide educational, enrichment, and support services in accordance with the approved plan.
Goal 3: Utah 21st CCLC programs will offer families of participating students opportunities for educational development in high need communities.	3.1 *Services to Families of Participating Students.* All centers will offer educational and related services to families of participating students.

	3.2 *Services to Families in Need*. All centers serve students and families from school attendance areas with at least 40% poverty.

Utah State Board of Education (USBE)
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Grant Performance Measures

Updated Government Performance and Results (GPRA) Performance Measures
● All grantees report on Performance Measures on an annual basis and enter data into the Department of Education secure system (21APR) and must verify data prior to entry into the 21APR system.   ● Department of Education updated performance measures in Fall 2020.

GPRA MEASURE #1: ACADEMIC ACHIEVEMENT
-Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
-Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.

GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)
-Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

GPRA MEASURE #3: SCHOOL DAY ATTENDANCE
-Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:
a. Had a school-day attendance rate at or below 90% in the prior school year; and
b. Demonstrated an improved attendance rate in the current school year.

GPRA MEASURE #4: BEHAVIOR
-Percentage of students in grades 1–12 attending 21st CCLC programming
during the school year and summer who experienced a decrease in in school suspensions compared to the previous school year.

GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING
-Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Utah State Board of Education (USBE)
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Background and Purpose of Grant Program

The 21st Century Community Learning Center Program (Title IV, Part B) provides funding to support the creation of community learning centers to provide youth with academic enrichment opportunities during out-of-school time hours, including before and after school, summer and weekends with a specific focus on students who attend high-poverty and low-performing schools.

The purpose of 21st CCLC program is to "provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, including
- tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for active and meaningful engagement in their youth's education, including opportunities for literacy and related educational development."[1]

21st CCLC funds can support a wide range of activities to advance student academic achievement and support student success. This includes:
- Remedial education and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education;
- Arts and music education;
- Entrepreneurial education programs;
- Tutoring services, including those provided by senior citizen volunteers, and mentoring programs;
- Programs that provide afterschool activities for English Learner (EL) students and that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement;

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[1] ESSA, Section 4201.

- Drug and violence prevention programs;
- Counseling programs; and
- Character education programs.

Utah State Board of Education (USBE)
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Grant Application and Requirements Information

Grant Information and Requirements

- The 21st CCLC grant follows a five-year grant cycle, with budget reductions in year 4 (25% reduction of the original amount) and year 5 (50% reduction of the original amount) of the grant cycle
  - Example of Grant Cycle: Original Amount Awarded Per Year: $100,000
    - Year 1: $100,000
    - Year 2: $100,000
    - Year 3: $100,000
    - Year 4: $75,000
    - Year 5: $50,000
- Partial awards may be granted and budget reductions in Year 4 and 5 may not be imposed
- The total ANTICIATED funding available for new grants for the 2023-2024 school year is $1,100,000 (subject to change)
- All proposed program sites must be at 40% or more poverty rate (free and reduced lunch rate)
- The minimum amount for new applications is $100,000
- The maximum amount for new application is $400,000
- Each organization can submit one application
- No more than 6 program sites can be included on one application
- Must complete all required USBE application documents Qualtrics
- Grant budget information must be completed in the Utah Grants system
- The total amount of points for the application is 242 points

Timeline for Grant Application Process

- ONLINE Bidders' Conference: 4/13/23 from 9:30 am to 11:30 am
- Required Letter of Intent DUE: 4/21/23 at 11:59 pm
- Application Documents DUE in Utah Grants: 5/26/23 at 5:00 pm
- Grant Review Period: 5/26/23 to 7/03/23
- Award Notification: Week 7/03/23

Bidders' Conference Information

The Bidders' Conference will be held Thursday, April 13, 2022, from 9:30 am to 11:30 am online via Microsoft Teams:

Join on your computer, mobile app or room device
Click here to join the meeting
Meeting ID: 275 317 835 898
Passcode: 3huTPv
Download Teams | Join on the web

Or call in (audio only)
+1 385-429-3631,,447046933#   United States, Salt Lake City
Phone Conference ID: 447 046 933#
Find a local number | Reset PIN

The conference provides prospective applicants with a review of the grant application process. The conference will be recorded and the recording link will be sent to all applicants.

Letter of Intent Information

A Letter of Intent must be submitted by an organization to be considered for funding. The required Letter of Intent must be submitted by utilizing the electronic form: **Letter of Intent Form**

Application Preparation and Submission

All application documents need to be submitted in the **Utah Grants** management system. The submission in Utah Grants requires a two-step approval process. The application creator must submit the application to the organization's internal approver and the internal approver must review and submit the application by the deadline. Below is the link to access the website:

Utah Grants Website

Allowable Costs	Unallowable Costs
- Staff costs - Supplies, materials and equipment - Professional development and training - Cell phone usage - Mileage - Evaluation Costs - Pre-approved field trips with direct link to program goals and outcomes - Some food costs: - Highly recommend coordinating with Child Nutrition to participate in reimbursement program - Healthy snacks and dinners allowable - Family engagement activities with direct link to student learning - Pre-approval required for: - T-shirts for student safety - Out of state travel - Overnight travel	- Capital expenses - Taxes on purchases - Anything considered entertainment - Food for meetings and/or trainings - Candy and soda - Incentives - Toys - Gift cards - Gaming systems - T-shirts – unless pre-approved and connected to safety of students

Award Decision Information

Award decisions will tentatively be made the week of 7/3/23. All applicants will be notified of the award decision via phone and email. Organizations awarded funding will receive their official award letter through the Utah Grants management system. Any applicant can request their organization's grant evaluation rubrics. The protest and appeals process will be discussed at the Bidders' Meeting and the information discussed will be posted on the 21st CCLC Grant Program webpage and/or sent out to applicants.

Utah State Board of Education (USBE)
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Program Assurances

The applicant hereby certifies to the Utah State Superintendent of Public Instruction:

1. The filing of this application has been authorized by the governing body of the applicant.

2. The grantee will operate in compliance with all federal rules, regulations, and state guidelines, maintaining effective control over, and accountability for, all grant funds, property, and other assets or, if that is not feasible, will transfer title to the Utah State Board of Education (USBE). Grantees shall adequately safeguard all property and assets and shall assure that they are used solely for authorized 21st CCLC program purposes.

3. The grantee will operate in compliance with Every Student Succeeds Act (ESSA).

4. The grantee will prepare reports, containing such information as the State Superintendent of Public Instruction may reasonably require, to determine the extent to which funds have been effective in carrying out 21st CCLC purposes and project objectives.

5. The grantee is aware partial grants may be awarded.

6. Program will annually fulfill state, federal, and other data collection requirements, including the federal data collection system, 21APR.

7. Program will annually certify 21APR data in collaboration with the USBE 21st CCLC Education Specialist.

8. Program will fulfill state, federal and other fiscal reporting requirements.

9. The grantee will notify USBE of any changes to the application.

10. Program will participate in technical assistance and training with USBE designee.

11. All program sites commit to participate in annual 21APR federal reporting system and Utah Afterschool Program Quality Assessment and Improvement Tool (Quality Tool) assessment and/or observation tool.

12. The grantee will comply with all civil rights regulations prohibiting discrimination in program benefits, participation, employment, or treatment based on race, color, national origin, sex, and disability.

13. The grantee assures that funds will only be expended on eligible activities as outlined in this application. The grantee additionally assures that funding will not be used for sectarian instruction or religious worship.

14. Program(s) must operate a minimum of 10 hours a week and 32 weeks during school year.

15. The grantee assures curriculum, instruction, and evaluation are based on state-approved standards and objectives.

16. The grantee shall include evidence-based practices to support the needs of students and families.

17. The grantee cannot charge any program fees, including registration fees, for participation or collect any program income.

18. USBE does not currently have a renewability policy for of 21st CCLC grant awards.

19. USBE does not currently offer Extended Learning Time (ELT) as an option for 21st CCLC Grant programs.

20. The grantee shall ensure all staff working 10 hours or more in the program receive a minimum of 25 hours of professional development each school year.

21. The grantee must allocate a minimum of $2,000 grant funds for evaluation efforts in Year 3 of their grant cycle (2022-2023 Grantees and beyond).

22. The grantee can provide virtual or hybrid programming outside of the school hours with approval from USBE and must submit a plan to transition to virtual or hybrid programming due to health and safety risks.

23. The grantee shall notify USBE of any proposed program change(s) within in a reasonable period of time.

24. The grantee assures that funds will be used only for financial obligations incurred during the grant period.

25. Proper equipment and adequate supplies are available to maintain and support the program.

26. The grantee will submit an appropriately amended application prior to any material change greater than 10% affecting the following:
    a. Purpose;
    b. Administration;
    c. Organization;
    d. Budget; or
    e. Operation of an approved project.

27. The grantee assures that receipts and expenditures of all funds associated with this program will be documented and accounted for, and available for review as required by the USBE.

28. The grantee is strongly encouraged to submit requests for reimbursement at least four times during the school year to the Utah State Board of Education.

29. District and school administration and charter schools understand and demonstrate support for the program. Administration maintains positive working relationships with custodial agencies, ensuring adequate educational opportunities for all students.

30. The grantee assures that the program will:
    a. Utilize qualified administrative personnel and instructional staff;
    b. Provide access to guidance and counseling services, if needed;
    c. Provide year-round instruction as feasible;
    d. Provide educational services at a reasonable cost and benefit;
    e. Develop effective recruitment and retention strategies; and
    f. Provide adequate ADA and 504 accessible facilities, equipment, and materials meetings students' needs.

The District Superintendent or Charter School Director or Executive Director, Business Administrator and Project Director certify that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that he/she will comply with all assurances noted above.

Utah State Board of Education (USBE)
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Organization Information

Organization Information	Response Completed in Qualtrics (Link in Utah Grants)
Organization Name:	
List all Program Sites included in Project:	
Total Amount of 21st CCLC Funds Requested (all proposed 21st CCLC program sites combined):	
Main Grant Contacts (up to 5 contacts) Name (First and Last) Email Phone	

Program Site Information Complete information for ALL proposed program site under the 21st CCLC project. All program sites must operate a minimum of 10 hours a week and 32 weeks during the school year.	Response Completed in Qualtrics
Are all programs sites included in application at 40% or more poverty rate? Yes/No	
Do all program sites commit to operate a minimum of 10 hours per week and 32 weeks during the school year? If funded, additional information will be requested.	
Please submit a document (Word, PDF, Excel - must be a single document under 100 MB) containing the following program operations elements for each program site included in the application: ● Program Site Name ● Proposed Average Daily Attendance ● Grades to Be Served ● Number of Hours Per Week during School Year ● Number of Weeks During the School Year during School Year ● Weekly Schedule (M-Th. 2:30 to 5:30 & Fri. 2:30 to 5:00) during School Year ● Any Summer Operations Information	
Will all program sites offer a healthy snack? Yes/No	
Do all program sites have a data sharing agreement in place with the Local Education Agencies (LEAs) the sites will serve? Yes/No	

Utah State Board of Education (USBE)
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Private School Consultation Information
ALL applicants need to complete

Local Education Agency (LEA) Planning	Response Completed in Qualtrics
Students who attend private school in the area to be served by the proposed program(s) are eligible to participate. If any private schools are in the area to be served, the applicant is expected to consult with the private or charter school officials during the design and development of the program. The consolation needs to include the following: • Needs identification; • Services to be offered; • Service delivery; • Program Assessment; • Size and scope of service; • How the amount of funds available for equitable services is determined if the private or charter school were to participate in the program; • Whether services will be provided directly or through a separate government agency, consortium, entity or third-party contractor if the private or charter school were to participate in the program; and • Whether to provide equitable services by pooling or on a school-by-school basis if the private or charter school were to participate in the program. **Required Documentation if Application Funded:** Each applicant shall maintain records and provide to the Utah State Board of Education, written documentation signed by officials of each participating private school, verifying the meaningful consultation required has occurred.	

Please respond to questions below based on consultation with private or charter schools in the area: Are any private schools located in the area to be served by the proposed program? If YES, list all private schools that were consulted and the result of the consultation. List the name, title and phone number of the school that was consulted. List the date(s) and type(s) of consultation (e.g., face-to-face meeting, email, fax, telephone call, letter, etc.).	

Local Education Agency (LEA) Planning	Response Completed in Qualtrics 3,000 Character Limit
- Provide details on how the grant is supported by the Local Education Agency (LEA) from which most of your students attend. - Describe joint planning that occurred between the LEA and applicant. Include alignment information between proposed project goals and the LEA goals. - Explain how the planned academic enrichment is tied to the LEA goals. - Describe how the program will align with other federal title and state programs.	

Utah State Board of Education (USBE)
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Absolute and Competitive Priorities

Absolute Priority (Minimum Requirement)

Percentage of students from schools eligible for school-wide programs under Title I (schools with at least 40% or more free and reduce price lunch rate) targeted by 21st Century Community Learning Centers.

Poverty Percentage Rate	Proposed Funded Program Site(s) Name
	1.
	2.
	3.
	4.
	5.
	6.

Competitive Priority Points Total: 42 Points

Competitive Priorities I: Applicant organization meets requirements - 3 points each

Competitive Priorities I	Must provide explanation to receive the additional points:
1. Program plan is submitted jointly by an LEA and at least one public or private eligible community organization.	
2. The program plan was developed in collaboration with interagency or community councils, adult and community education, community-based organizations, and parents and students who may be receiving services in the afterschool program.	

3. Applicant organization has never been awarded the USBE 21st CCLC Grant.	**Applicant organization can receive points for Question 3. And 4. No explanation needed**
4. Applicant organization was not awarded the USBE 21st CCLC in the 2022-2023 school year.	**Applicant organization can receive points for Question 3. And 4. No explanation needed**

Competitive Priorities II: ALL proposed program site(s) meets requirements - 3 points each

Competitive Priorities II	Proposed Funded Program Site(s) Name	Documentation Required
1. The program operates 15 hours a week and 36 weeks during the school year and an alternate site is identified in case the center site becomes temporarily unavailable.		**No**
2. The program plan includes a supervisory role for at least one licensed teacher with appropriate endorsement in secondary, elementary or early childhood according to the grade levels of the students to be served.		**Yes**
3. The program will offer a healthy snack.		**No**
4. The program will provide college and career readiness activities, including connecting with Career and Technical Education (CTE) programming for high school students.	**Must provide explanation in box below to receive the additional points**	

Competitive Priorities III: ONE or more of proposed program site(s) meets requirements - 3 points each

Competitive Priorities III		Proposed Funded Program Site(s) Name	Documentation Required
1. Proposed program will serve students attending a Comprehensive Support and Improvement (CSI) School or Targeted Support and Improvement (TSI) School. See School Improvement and School Turnaround Information.			**No**
2. The proposed program operates in a rural county (Rural Map and/or Identification in the Small, Rural School Achievement Program, pages 41-44 in Application Packet).	Note: The program can submit other documentation demonstrating rural area.		**No**
3. The proposed program will serve 50% or more students from refugee and/or immigrant backgrounds.			**Yes**
4. The proposed program will serve students from a school with an intergenerational poverty (IGP) enrollment rate of 10% or more (Find rate on pages 61-65 of Annual IGP Report 2020).			**No**
5. The proposed program serves teen youth (ages 13-18) from middle schools, junior high and high schools eligible under the absolute priority.			**No**
6. The proposed program serves Pre-K and/or Kindergarten students from schools eligible under the absolute priority.			**No**

Utah State Board of Education (USBE) - 21st Century Community Learning Center (CCLC) Grant Application 2023-2024
Application Questions (242 POINTS TOTAL) - PLEASE COMPLETE IN QUALTRICS - LINK HERE

1. Needs Assessment (25 Points Total) - 8,000 Character Limit

Include factors that place students and families at risk of educational failure. Include a description of the process used in gathering the data for the assessment. Describe how the proposed program will remedy the risk factors for each target population. Include an inventory of existing resources and services related to the needs described.

SCORING RUBRIC - Needs Assessment (25 Points Total)		
A. **Needs Assessment:** There is a clear description of student, family, and community needs, supported by data from a needs assessment process. Factors are included that place students and families at risk of educational failure. There is a description of how the proposed program will remedy the risk factors for each target population. There has been an inventory taken of existing resources and services related to the needs described.		
Marginal (1-5 Points)	**Somewhat Rigorous (6-10 Points)**	**Most Rigorous (11-15 Points)**
• The explanation is unclear as to the need for the project in the community to be served. • There is no data provided to support the need for the project, or the data provided is general in nature and not specific to the community. • Some existing resources and services are listed but they are not necessarily related to the needs described.	• A needs assessment was done, but it is not clear what assessment instruments were used. It did not include all stakeholders or it did not consider all relevant risk factors. • A summary of the needs inventory data is provided, but it does not appear to present a complete picture of the needs of the community. • There is an inventory of existing services and resources, but gaps and linkages are not fully discussed.	• The needs of students, families, and the community were assessed using tools such as parent, teacher and community surveys to identify issues of concern for each of the stakeholders. Specific data is included on student academic achievement levels, demographic data, graduation rates, and other data as appropriate. • There is a detailed summary of the needs highlighted in the assessment process that will be targeted in the project plan. • An existing resources inventory, related to the needs described, is included that identifies gaps in available services and possible linkages to others that will be addressed in the project design.

B. **Needs Assessment:** There is an explanation of the <u>process</u> for gathering needs assessment data for the purposes of designing a 21st CCLC

program, and this process was comprehensive and reliable.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
• A needs assessment is cited, but there is no explanation of the process used to gather the needs data. • The description indicates a shallow assessment of community needs.	• A general needs assessment process is described, and there is a broad reference to meetings, surveys and other assessment tools, but the explanation is not specific. • Sources of data are not always given or have questionable reliability or relevance. It is not clear if survey instruments used were comprehensive in measuring the needs of the community.	• The needs assessment data gathering process, including the target group and the specific tools used, is described clearly and completely. • The process was comprehensive and relevant to community needs, depended on reliable sources of information, and used valid and thorough survey instruments.

APPLICATION GUIDANCE

Provide a clear description of student, family, and community needs, supported by data from a needs assessment process. Include an inventory taken of existing resources and services related to the needs described. Include a description of the program site-specific data sources used in your determination. Suggested data may include, but is not limited to the following:

- Academic achievement test scores
- Coronavirus impact data
- Teacher, student and parent survey results
- School attendance data
- High school graduation and dropout rates
- Crime and juvenile justice information
- Student Health and Risk Prevention (SHARP) survey data
- Intergenerational poverty rates in the communities to be served
- Other city, county, school, or local education agency data

2. Project Design (20 Points Total) - 8,000 Character Limit

A. List all sites where program activities will be held.
B. Provide a description of your intended 21st Century program including: (a) Purpose and services to students, parents, families; (b) Strategies for achieving project goals, including evidence-based practices to be utilized; (c) Recruitment strategies; (d) Expected project outcomes; (e) Indicators of program success; and (f) Evaluation plan.
C. Describe how the proposed project is related to Utah 21st CCLC performance goals and indicators (Page 6) and explain how the planned academic enrichment is tied to the Utah Core Standards.
D. Explain how information about the proposed program will be disseminated to the community in a manner that is understandable and accessible to the community.

SCORING RUBRIC - Project Design (20 Points Total)		
Project Design: A clear and detailed description of the intended 21st CCLC program is provided, including all parts of the question.		
Marginal (1-7 Points)	**Somewhat Rigorous (8-14 Points)**	**Most Rigorous 15-20 Points)**
• The proposed project is appropriate to a few of the targeted student, family, and community needs identified in the needs assessment.	• The design of the proposed project indicates that it is appropriate to <u>most</u> of the targeted student, family and community needs identified in the needs assessment.	• The design of the proposed project clearly indicates that it is appropriate to the targeted student, family, and community needs identified in the needs assessment.
• The goals, objectives, and outcomes of the proposed project are unclear and are not given in measurable terms.	• Some, but not all, of the goals, objectives, and outcomes of the proposed project are specific and measurable.	• The goals, objectives, and outcomes of the proposed project are specific and presented in clearly measurable terms.
• There is no mention of the relation of the proposed program goals, objectives, and outcomes to Utah 21st CCLC performance goals and indicators.	• The proposed program goals, objectives and outcomes are linked to appropriate Utah 21st CCLC performance goals and indicators, but there is no discussion of the ties.	• The goals, objectives and outcomes are discussed in relation to appropriate Utah 21st CCLC performance goals and indicators.
• There is mention of ties to the Utah Core Standards in the planned academic enrichment activities, but no formal plan.	• There is a general plan to align the planned academic enrichment activities and the Utah Core Standards, but few details.	• Details are provided about the alignment between planned academic enrichment activities and the Utah Core Standards.
• Minimal details on how program information will be shared with the community but does not appear understandable or accessible.	• Some details on how program information will be shared with the community with plans on how to make the information shared both understandable	• Specific details on how program information will be shared with the community with plans on how to make the information shared both

	and accessible.	understandable and accessible.

Project Design (20 Points Total) CONTINUED

APPLICATION GUIDANCE

- Research has demonstrated that afterschool programs operating for a minimum of 15 hours per week have the most favorable student outcomes.
- Research has demonstrated that the highest quality afterschool programs employ full-time site coordinators to ensure continuity of services with the school day as well as communication with school administrators, parents, teachers, and other stakeholders.
- Quality afterschool programs incorporate a balance between academic and enrichment activities.
  - Academic activities include but are not limited to: STEM activities, academic assistance, homework, and tutoring.
  - Enrichment activities include but are not limited to: art, music, drama, sports, indoor and outdoor play, and cross curricular activities supporting core curriculum.

3. Principles of Effectiveness (10 Points Total) - 8,000 Character Limit

Describe how the proposed program activities will meet the principles of effectiveness:

A. Activities are based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;

B. Activities are based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities;

C. If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;

D. Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and

E. Collect the data necessary for the measures of student success described in the section above (d).

SCORING Rubric - Principles of Effectiveness (10 Points Total)

Principles of Effectiveness: There is a description of how the proposed program activities will meet the principles of effectives: (a) Activities are based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities; (b) Activities are based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; (c) If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards; (d) Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and (e) Collect the data necessary for the measures of student success described in the section above (d).

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
• There is a vague description with little detail of how the proposed program will meet each of the principles of effectiveness.	• There is a description of how the proposed program will meet each of the principles of effectiveness, but some details are missing	• There is a detailed description of how the proposed program will meet each of the principles of effectiveness.
• The description does not specifically link the program activities to established performance measures and there is no mention of evidence-based research.	• The description provides a weak link to the established performance measures and the program activities are not based on evidence-based research.	• The description specifically links the program activities to the established performance measures and the program activities are based on evidence-based research.

4. **Program Evaluation (25 Points Total) - 8,000 Character Limit**
   A. Describe how the program evaluation plan includes the use of objective performance measures that are clearly related to the Utah 21st CCLC performance goals and indicators and other measures that are tied to the individual goals and objectives stated in the program design description of this application.
   B. Include clear benchmarks to monitor progress towards specific objectives and a description of how the results of the program evaluation will be used to inform continuous program improvement, and a description of the plan to share progress results with stakeholders. Describe how funds will be utilized in Year 3 for evaluation costs.
   C. Provide details on how project will complete required federal reporting, 21APR (Page 7).

SCORING RUBRIC - Program Evaluation (25 Points Total)
A. Program Evaluation: There is a description of how the project evaluation plan includes the use of objective performance measures that are clearly related to the Utah 21st CCLC performance goals and indicators and other measures that are tied to the individual goals and objectives stated in the program design description of this application. Clear benchmarks to monitor progress towards specific objectives are included.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
● The evaluation plan includes performance measures tied to some Utah 21st CCLC performance goals and indicators but does not include outcome measures that are tied to the individual program objectives.	● The evaluation plan includes objective performance measures for appropriate Utah 21st CCLC performance goals and indicators to assess impact on student learning. However, benchmarks to monitor progress toward specific objectives are not present or unclear.	● The evaluation plan includes objective performance measures tied to Utah 21st CCLC performance goals and indicators, outcome measures to assess impact on student learning, and clear benchmarks to monitor progress toward specific objectives.

B. Program Evaluation: A description is included of how the results of the program evaluation will be used to inform continuous program improvement, and a description of the plan to share progress results with stakeholders.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
● There is reference to using the results of the evaluation to refine the program but no detailed plan. ● There is mention of sharing program results with stakeholders but no plan for doing so.	● There is a description of a plan to use the results of the evaluation to refine the program, but it does not include who will be involved in the analysis and decision-making. ● There is a general plan for sharing results with stakeholders.	● Data on student achievement and program implementation progress is analyzed by appropriate staff/administration/partners in order to plan for program improvements. ● There is a detailed plan for sharing program results with stakeholders.

C. Federal Reporting: There is a plan in place to collect, review and analyze required federal reporting requirements (21APR - Page 6). Applicants makes commitment to certify all data prior to federal system entry.

Marginal (1 Points)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
● Applicant provides minimal to no details on data collection plan for required federal reporting and no commitment certify all data prior to federal system entry.	● Applicant provides some details on data collection plan for required federal reporting and no commitment certify all data prior to federal system entry.	● Applicant provides specific details on data collection plan for required federal reporting and commitment certify all data prior to federal system entry.

APPLICATION GUIDANCE:

Applicants may choose to contract with outside evaluators or conduct their own evaluations of program effectiveness. If planning to use an outside evaluator, please be as specific as possible.

5. **Academic Achievement (10 Points Total) - 8,000 Character Limit**
A. Describe how the proposed program activities are expected to improve student achievement.
B. Describe past experiences and successes in providing educational and related activities that complement and enhance academic performance, achievement and positive youth development of students.

SCORING RUBRIC - Academic Achievement (10 Points Total)
Academic Achievement: There is a description of how the proposed program activities are expected to improve student academic achievement. Past experiences and successes in providing educational and related activities that complement and enhance academic performance, achievement and positive youth development of students are included.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
● The initial needs assessment gathered information on student test scores, and the plan to address the needs of students at risk of educational failure is only based on improving those scores.	● There is a general plan to address the needs of those students at risk of academic failure, but it does not clearly specify academic need areas or populations that will be targeted.	● There is a detailed plan to target specific academic needs and raise the achievement levels of all students, but particularly those students identified as being most at risk of educational failure.
● There is no evidence of previous effectiveness or success in utilizing proposed program strategies in improving student academic achievement.	● Some evidence of success and effectiveness in utilizing proposed program strategies to improve student academic achievement is provided.	● A detailed description of evidence of substantial success and effectiveness in utilizing proposed program strategies in improving student academic achievement is provided.

APPLICATION GUIDANCE

Include the following information when describing your plan to provide academic services:

• How are your planned academic services connected to the identified needs within your program site?
• Thoroughly explain your plans to provide academic support to students within your program.
• Who will be providing these academic services?
• Explain specific strategies you will employ to align with the school day to ensure a seamless transition for the students into the afterschool program, as well as continuity of curriculum.
• What are the measurable academic goals/outcomes of the proposed program?
• What are the related activities you will build into your program to reinforce the academic components but also to focus on the talents, skills and the interests of the students?

6. **Program Components (15 Points Total) - 8,000 Character Limit**
   - ● College and Career Readiness and Career and Technical Education (CTE) Programming for High School Students
   - ● Financial Literacy
   - ● Physical Activity and Nutrition Emotional and Mental Well-Being (Suicide Prevention)
   - ● Social and Emotional Learning
   - ● Self-Concept and Emotional Intelligence
   - ● Positive Interpersonal Relationships
   - ● STEM/STEAM

   From the list above, select **three components** the program will intentionally implement into the services for students. Include details on: (a) how the program components meet the needs of the target population; (b) how often the components will be implemented into

programming; (c) the evidence-based practices or framework to be utilized; (d) goals and outcomes for selected components; and (e) how goals and outcomes will be measured and tracked.

SCORING RUBRIC - Program Components (15 Points Total)		
Program Components: There are details around how the program will intentionally implement the selected program components into the services for the target population.		
Marginal (1-5 Points)	**Somewhat Rigorous (6-10 Points)**	**Most Rigorous (11-15 Points)**
• Little or no details on how the program components meet the needs of the target population and how often program components will be implemented into programming.	• General details on how the program components meet the needs of the target population and how often program components will be implemented into programming.	• Specific details on how the program components meet the needs of the target population and how often program components will be implemented into programming.
• No mention of evidence-based practices and framework to be utilized.	• Some mention of evidence-based practices and framework to be utilized, not clear how practices and framework will support target population.	• Clear link between evidence-based practices and framework to be utilized and how practices and framework will support target population.
• Limited description of goals and outcomes for selected components and how goals and outcomes will be measured and reported.	• Some description of goals and outcomes for selected components and how goals and outcomes will be measured and reported.	• Detailed description of goals and outcomes for selected components and how goals and outcomes will be measured and reported.

7. Inclusion (10 Points Total) - 8,000 Character Limit

A. How will your organization introduce the afterschool program to students with special needs? What will you do encourage and motivate them to attend the program and reinforce their daily attendance?

B. What will your organization do to make the students feel included?

C. Describe your planned coordination with school administrators and teachers to ensure collaboration for students with special needs in an inclusive environment.

D. Include a description of the steps that will be taken to ensure equitable access to, and participation in the program for students, teachers and other program beneficiaries with special needs (GEPA Section 427).

SCORING RUBRIC - Inclusion (10 Points Total)

Inclusion: There is a description of how the team will ensure that students with disabilities are included in all of the proposed program activities. The planned coordination with school administrators and teachers is described in detail to ensure collaboration for students with disabilities in the inclusive 21st CCLC environment.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
● There is only a statement that says students with disabilities are included in all proposed program activities. However, there is no detailed plan to describe how this will occur. ● There is a statement of planned coordination with school administrators and teachers to ensure collaboration for students with disabilities in the inclusive 21st CCLC environment. However, there is no detailed plan. ● No description of process to ensure equitable access.	● There is a plan to ensure that students with disabilities are included in all proposed program activities, but this plan lacks some details and is unclear. ● There is a general plan for coordinating with school administrators and teachers to ensure collaboration for students with disabilities in the inclusive 21st CCLC environment. However, some key details are missing from this plan. ● Minimal description of process to ensure equitable access.	● There is a detailed plan to ensure that students with disabilities are included in all proposed program activities. ● There is a detailed plan for coordinating with school administrators and teachers to ensure collaboration for students with disabilities in the inclusive 21st CCLC environment. ● Detailed description of process to ensure equitable access.

8. Family Engagement (10 Points Total) - 8,000 Character Limit

Describe plans to strategically engage family members in the program. Include: (1) Plans to offer "educational or related services" as required by the grant; (2) Detailed strategies to involve family members in supporting the academic achievement and social and emotional well-being of their students; (3) Specific strategies to address chronic absenteeism; and (4) Other methods by which family members can support their students during the school day and in the 21st CCLC program.

SCORING RUBRIC - Family Engagement (10 Points Total)

Family Engagement: There are detailed plans to strategically engage family members in the proposed 21st CCLC program that include the following components: (1) Plans to offer "educational or related services" as required by the grant; (2) Detailed strategies to involve family members in supporting the academic achievement and social and emotional well-being of their students; (3) Specific strategies to address chronic absenteeism; (4) Other methods by which family members can support their students during the school day and in the 21st CCLC program.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
• There is a very limited plan to strategically engage family members in the proposed 21st CCLC program.	• There is a plan to strategically engage family members in the proposed 21st CCLC program, but some details are missing.	• There is a detailed plan to strategically engage family members in the proposed 21st CCLC program.
• None of the required components are described in the detailed plan.	• The plan does not fully describe all four of the required components.	• All four of the required components are described fully in the detailed plan.
• The strategic plans to engage family members make no sense given the needs assessment data provided earlier in the application.	• The strategic plans to engage family members do not make complete sense given the needs assessment data provided earlier in the application.	• The strategic plans to engage family members make sense given the needs assessment data provided earlier in the application.

9. **Travel and Safety (5 Points Possible) - 8,000 Character Limit**
   A. Describe how students participating in the proposed program will travel safely to and from the center(s) and home. Include contingency arrangements.
   B. Describe policies around the program check-in and check-out procedures for students of all ages.
   C. Detail emergency and disaster preparedness plans for students and families participating in any program activities in case of an unexpected event or emergency, including fire and other disasters (earthquake, lockdown, power outage, major winter storm, etc.) and frequency of each type of drill and a plan for training program staff.

SCORING RUBRIC - Travel and Safety (5 Points Possible)

Travel and Safety: There is a description of how the students participating in the proposed program will travel safely to and from the center and the home. Contingency arrangements are included. Description of check-in and check-out procedures are included. Details around
emergency and disaster preparedness plans and training for staff are described.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
● Little or no description of how students will safely travel between the center and home. ● Little or no description of check-in and check-out procedures provided. ● Limited details around emergency and disaster preparedness plans and training for staff provided.	● There is only a general plan for students to travel safely between the center and home. Contingency arrangements are not included. ● Some description of check-in and check-out procedures provided, but not specific to different student age groups. ● Includes some details around emergency and disaster preparedness plans and training for staff provided but lacks specific around frequency of each drill and plan for staff training.	● There is a detailed plan for students to travel safely between the center and home, including contingency arrangements. ● Thorough description of check-in and check-out procedures for different student age groups provided. ● Specific details around emergency and disaster preparedness plans and training for staff provided, including frequency of each drill and plan for staff training.

10. Professional Development (10 Points) - 8,000 Character Limit

Describe the training and professional development planned and scheduled during the first year and an outline for successive years of the program, including how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant. Include a plan to address issues of recruitment and retention of highly qualified staff, including appropriately qualified volunteers if the program will be using volunteers.

SCORING RUBRIC - Professional Development (10 Points)

Professional Development: A description is included of the quality staff development planned and scheduled throughout the first year and outlined for successive years of the program, including how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
● Staff development for the first year has little relationship to the goals of the project. ● Staff development activities are listed, but there is no timeline provided. ● There is no plan for staff development after the first year. ● No description of how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant. ● There is no plan to recruit and retain highly qualified staff, including volunteers, as appropriate.	● Staff development for the first year is loosely related to project goals and appears to be chosen for convenience. ● There is a general timeline provided of staff development activities for the first year. ● There is an outline of staff development after the first year, but it does not allow for flexibility brought on by changing needs. ● Some description of how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant. ● There is a general plan to recruit and retain highly qualified staff, including volunteers, as appropriate.	● Staff development during the first year is clearly related to key project goals and is delivered by experts in the focus areas. ● There is a clear and sequential timeline provided of staff development activities for the first year. ● There is an outline of staff development planned for subsequent years, and links back to project goals and allows for changing priorities. ● Clear description of how all staff working 10 hours or more will receive a minimum of 25 hours of professional development and training during each year of the grant. ● There is a detailed plan to recruit and retain highly qualified staff, including volunteers, as appropriate.

11. Continuation (10 Points Total) - 8,000 Character Limit

Describe how the program will continue with the same level of service as funds are reduced in the fourth and fifth years and include a discussion of sustainability for the project after the grant has ended. Include a listing of Federal, State, and local programs that will combine or coordinate with the proposed program to make the most effective use of public resources.

SCORING RUBRIC - Continuation (10 Points Total)
A. Continuation: A description of how the program will continue with the same level of service as funds are reduced in the fourth and fifth years is included, with a discussion of sustainability for the project after the grant has ended.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
• There is no description of how services will be continued at the same level as funding is reduced in years 4 & 5. • There is no discussion of sustaining the project after grant funding has ended.	• There is evidence of some planning, but few details, for continuation of the same level of service when funding is reduced in years 4 & 5. • There is a stated commitment to sustaining the project after grant funding has ended, but no plan.	• There are details provided for years four and five to indicate careful future planning to deliver the same level of service when funding is reduced. • There is a detailed plan for sustainability after grant funding has ended that includes the school district and the partnering organizations.

B. Continuation: A listing of Federal, State and local programs that will combine or coordinate with the proposed program to make the most effective use of public resources is included.

Marginal (1 Point)	Somewhat Rigorous (2-3 Points)	Most Rigorous (4-5 Points)
• Some other Federal, State, and local programs are only mentioned, and it is unclear how they were chosen to combine or coordinate with the proposed program to make the most effective use of public resources.	• There is a general description of how Federal, State, and local programs were considered to combine or coordinate with the proposed program to make the most effective use of public resources.	• There is a clear description of how Federal, State, and local programs were considered to combine or coordinate with the proposed program to make the most effective use of public resources, and there is a list outlining the contributions of each.

12. Budget (20 Points Possible)

Submit Gap Analysis document (Excel document) below and complete Budget information in Utah Grants.

SCORING RUBRIC - Budget (20 Points Possible)
A.   Budget: An explanation is included for each proposed expenditure and how each expenditure aligns with the goals in an efficient and effective manner for each program site. An explanation is included for how the stated costs reflect careful planning for the estimated number for persons, including, families, to be served by the project, as well as the anticipated results and benefits of the program. Aligns with Gap Analysis.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
• The budget documents are not complete. • Not all grant uses are itemized, including staff trainings. • The budget does not align with the narrative and program design. • Applicant is missing the Budget information or Gap Analysis.	• The budget documents are generally complete and include funding for staff trainings that align with the program design. • Grant and non-grant fund uses are itemized and include staff trainings. • The budget generally aligns with the narrative and program design. • There are gaps and missing information on the Budget information or Gap Analysis.	• The budget documents are complete and include funding for all meetings required by the grant, and other staff trainings that align with the design. • Grant fund uses are itemized and include staff trainings. • The budget is in complete alignment with the narrative and the program design. • Budget information and Gap Analysis are fully completed.

Budget (20 Points Possible) CONTINUED

B. **Budget**: All budget documents of the application are complete, detailed, and align with the design of the proposed program.		
Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
• The number of persons to be served is unclear and does not appear to be determined by the results of the needs assessment.	• There is not enough detail provided to determine if the stated costs are reasonable in relation to the estimated number of persons, as indicated by the needs	• The stated costs reflect careful planning for the estimated number of persons, including families, to be served by the project. This number is indicated by the

	assessment, to be served by the project.	results of the needs assessment.
● It is difficult to determine if the stated costs are reasonable to achieve the anticipated results and benefits. ● Little or no alignment with Budget information and Gap Analysis.	● The stated costs are generally linked to the anticipated results and benefits, but there are few details. ● Some alignment with Budget information and Gap Analysis.	● It is explained in detail how the stated costs are directly tied to the anticipated results and benefits. ● Clear and intentional alignment with Budget information and Gap Analysis.

Utah State Board of Education (USBE)
21st Century Community Learning Center (CCLC) Grant Application 2023-2024
Gap Analysis - Complete Excel Form
Can access online version to download by clicking HERE

Utah State Board of Education (USBE) USBE 21st CCLC GRANT 2022-2023 GAP ANALYSIS					
Organization:				**21st CCLC Project Name:**	
Funding Sources for 2021-2022 School Year (DWS-OCC Afterschool Grants, 21st CCLC Grant, Title I, Foundations, Donations, Parent Fees, etc.)	**Amount**	**Funding Sources for 2022-2023 School Year** (DWS-OCC Afterschool Grants, 21st Century Grants, Title I, Foundations, Donations, Parent Fees, etc.)	**Amount**	**Describe how the program utilizes the identified funding sources to support school year afterschool programming:**	**Identify gaps in school year afterschool services to justify 21st CCLC grant funding:**
	$0.00		$0.00		
	$0.00		$0.00		
	$0.00		$0.00		
	$0.00		$0.00		
	$0.00		$0.00		
	$0.00		$0.00		
	$0.00		$0.00		

Utah State Board of Education (USBE)
21st Century Community Learning Center (CCLC) Grant Application 2023-2024
Project Plan (20 Points Possible)
Can access online version to download by clicking HERE

Program Goals	Program Outcomes	Evidence-Based Practices Including Curriculum and/or Framework	Data Collection Plan	Plan to Share Program Success with Key Stakeholders	Timeline

School Principal Letter(s) (10 Points Possible)

| SCORING RUBRIC - School Principal Letters (10 Points Total) |
|---|
| **School Principal Letters:** Letters of commitment are included from the principal of each school the program will serve. A letter from the school district |

superintendent can also be included.

Marginal (1-3 Points)	Somewhat Rigorous (4-7 Points)	Most Rigorous (8-10 Points)
- There are letters of commitment from some, but not all, principals. - The letters are general statements of commitment to the program and are vague.	- Letters from principals promise a general commitment of support for the project in their schools. - The estimated dollar value of the service(s) to be provided is not included.	- Letters from principals are detailed and specific to the school site for which they are writing. They indicate cooperation with data collection needs and that the teachers in the school will communicate and coordinate instruction with program staff. - An estimated dollar value for the service(s) is provided. (Example: space costs, janitorial services per hour, etc.)

Utah State Board of Education (USBE) 21st Century Community Learning Center (CCLC) Grant Competition
Competitive Priority Documentation Information - Rural Programs
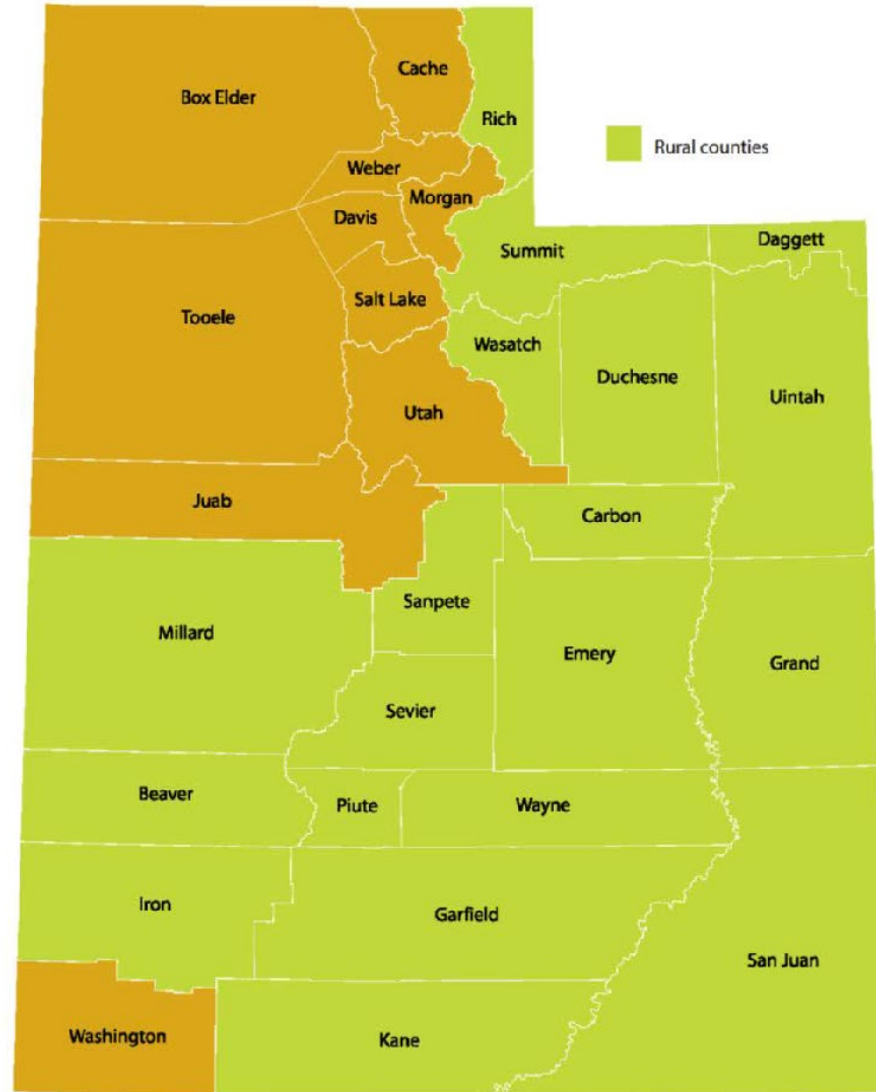
Small, Rural School Achievement Program List

Local Education Agency (LEA) NAME	CITY
Bear River Charter School	LOGAN
Beaver District	BEAVER
Bonneville Academy	STANSBURY PARK
Box Elder District	BRIGHAM CITY
Cache District	LOGAN
Carbon District	PRICE
Daggett District	MANILA
Dixie Montessori Academy	WASHINGTON
Duchesne District	ROOSEVELT
Edith Bowen Laboratory School	LOGAN
Emery District	HUNTINGTON
Excelsior Academy	ERDA
Fast Forward High	LOGAN
Garfield District	PANGUITCH
Gateway Preparatory Academy	ENOCH
George Washington Academy	ST GEORGE
Grand District	MOAB
Intech Collegiate High School	NORTH LOGAN
Iron District	CEDAR CITY
Juab District	NEPHI
Kane District	KANAB
Logan City District	LOGAN
Millard District	DELTA

Local Education Agency (LEA) NAME	CITY
Morgan District	MORGAN
North Sanpete District	MT PLEASANT
North Summit District	COALVILLE
Park City District	PARK CITY
Pinnacle Canyon Academy	Price
Piute District	JUNCTION
Promontory School of Expeditionary Learning	PERRY
Rich District	RANDOLPH
San Juan District	BLANDING
Scholar Academy	TOOELE
Sevier District	RICHFIELD
Soldier Hollow Charter School	HEBER CITY
South Sanpete District	MANTI
South Summit District	KAMAS
St. George Academy	SANTA CLARA
Success Academy	CEDAR CITY
Terra Academy	VERNAL
The Center for Creativity Innovation and Discovery	PROVIDENCE
Thomas Edison - Lea	NORTH LOGAN
Tintic District	EUREKA
Tooele District	TOOELE
Tuacahn High School for the Performing Arts	IVINS
Uintah District	VERNAL
Uintah River High	FORT DUCHESNE
Valley Academy	HURRICANE
Vista at Entrada School of Performing Arts and Technology	IVINS

Local Education Agency (LEA) NAME	CITY
Washington District	ST GEORGE
Wayne District	BICKNELL
Weilenmann School of Discovery	PARK CITY
Winter Sports School	PARK CITY