R.E.A.C.H GRANT APPLICATION

RE-IMAGINING ENRICHMENT, ACADEMICS, AND COMMUNITY HEALTH

Program Name	R.E.A.C.H Re-Imagining Enrichment, Academics, and Community Health
Pass Through Entity	Indiana Department of Education
Office	Title Grants and Support
Federal Agency	U.S. Department of Education
Federal Award I.D.	S425U210013
Fiscal Year of Award	2021
CFDA	84.425U

Release Date	July 16, 2021
Intent to Apply Due *an Intent to Apply is not required to submit a full application*	August 13, 2021
Application Due	September 16, 2021
Electronic Submission Process	[**Click here to submit**](#)
For questions about the application, eligibility, or requirements	OSTProgram@doe.in.gov
Pages 1-21 cover grant requirements and guidance. The application narrative begins on Page 22, please review the instructions before completing the application	

To the Applicant:

Thank you for your interest in the R.E.A.C.H (Re-Imagining Enrichment, Academics, and Community Health) Grant program. Through the use of ESSER III funding, the R.E.A.C.H Grant program aims to increase access to high-quality out-of-school time programming for economically disadvantaged youth with opportunities for academic achievement, character enrichment, and other activities designed to complement the youth's regular academic program and social-emotional development. This grant opportunity is designed to provide funding for a year-round, high-quality out-of-school time program.

The Intent to Apply form can be found [via this link](). Please submit this form no later than August 13, 2021. The form is *not* required to submit an application. Please review the enclosed materials and carefully follow the instructions for completing the grant application. We recommend a review of the application checklist (Page 37) and grant requirements contained in this package to ensure that your submission is complete.

The closing date of the grant competition is September 16, 2021. Applications must be received electronically by that date to be eligible for review. The Indiana Department of Education (IDOE) requires applicants to submit the full application, [budget form](), [performance measure template]() electronically, and [professional development plan template via this link](). The submitted applications will be reviewed based on the selection criteria outlined below. We anticipate that awards will be announced in October 2021.

IDOE staff will provide technical assistance to support applicants in proper grant submission in three ways. First, applicants can access an application overview webinar, [via this link](). The webinar covers the basic framework of the grant as well as the submission, scoring, and award announcement process. IDOE staff will also provide technical assistance to applicants via a one-on-one phone call, as needed. To schedule an individual time to speak to staff, please email [OSTProgram@doe.in.gov](). Please note staff members are able to answer questions about application clarity, however, they are not able to answer questions or make suggestions regarding application content.

Lastly, applicants are encouraged to participate in the Grantee Readiness Program, aimed at providing on-going virtual and in-person support to applicants. This initiative will provide applicants with three virtual sessions, each focused on topics in the application.

Registration is required—dates, times, topics, and locations are located here. As sessions occur, content (PowerPoint slide decks, resources, tools, etc.) will be saved to a shared online platform, located here.

Applicants are encouraged to engage in the technical assistance opportunities listed above as they complete applications. If you have questions, please contact OSTProgram@doe.in.gov.

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APPLICATION PROCESS

The application narrative begins on Page 20

1. APPLICATION TIMELINE

Grant Term: 30 months

Grants are renewed from year-to-year contingent upon federal availability and satisfactory performance by the grantee as evaluated by IDOE program office. Failure to comply with grantee requirements may result in corrective actions and/or termination of the grant award.

Grant Years:
- Year 1: January 1, 2022 -- December 31, 2022
- Year 2: January 1, 2023 -- December 31, 2023
- Year 3: January 1, 2024 -- June 30, 2024*

Note: Due to the current federal availability, Year 3 has a duration of 6 months and will conclude on June 30, 2024.

2. GRANT AWARD AND NOTIFICATION

All grant awards are subject to availability of federal funds. Grant applications are subject to negotiation with IDOE, and final awards may be lower than proposed. Grant awards are not final until approved by IDOE and an award letter/contract is received from IDOE.

3. SELECTION OF GRANT AWARDS

Once submitted, applications are distributed to two external peer reviewers and one internal IDOE staff to be scored. External peer reviewers submit their resume or curriculum vitae to IDOE staff for initial review. External reviewers come from a variety of professional backgrounds including, but not limited to: Education, Out-of-School Time, Higher Education, etc. IDOE aims to engage external reviewers that are geographically diverse and represent local education agencies (LEA), community-based organizations, and faith-based organizations from different regions of the state. Reviewers are required to attend training, which includes an overview of

the application, rubric, and out-of-school time best practices. The reviewer rubric is on Page 44.

Once scored by one internal reviewer and two external reviewers, application scores are screened for a significant score variance. Applications that have a fifteen (15) or higher variance between two scores receive an internal fourth review. Once the fourth score is received, the outlier score among the four scores is dismissed. The remaining three scores are then averaged to receive the final application score. Applications are out of a total of 100 points.

IDOE will rank applications by final application scores. Using the total amount of funding available and the total funding amount of application requests, IDOE determines a cut score for funding. IDOE attempts to fully fund all application requests within the determined score range (between 100 and the cut score).

IDOE reserves the right to determine individual awarded amounts based on application content and funding availability.

4. PROTEST PROCESS

Anyone seeking to protest a grant award decision must submit a written letter of protest within fifteen (15) calendar days after the date of an award recommendation letter. The protest letter must include evidence of how IDOE violated federal and/or state statute, per EDGAR, and why the applicant believes IDOE failed to correctly apply the standards for reviewing the applications as specified in the application. Letters of protest should be sent to IDOE via email at OSTProgram@doe.in.gov. Please include "R.E.A.C.H. Grant Application Protest Letter" in the subject line of the email.

IDOE staff will acknowledge receipt of the protest letter within five (5) business days and respond to the letter within ten (10) business days of acknowledgement of receiving the letter.

Section 1: General Program Guidance

1. Specific Funding Authority

PL Public Law 117-2 N/A American Rescue Plan Act of 2021 -- Catalog of Federal Domestic Assistance (CFDA) number 84.425U.

2. Eligible Applicants

1. Any public or private organization is eligible to apply. Examples of these agencies and organizations include, but are not limited to:
    o   Traditional School Districts
        i. Individual public schools may not submit a proposal. Individual schools must apply through a LEA or other eligible entities.
    o   Charter Schools
    o   Nonpublic Schools
    o   Educational Consortia
    o   Education Service Centers
    o   Non-profit Organizations
    o   Faith-based Organizations
    o   Institutions of Higher Education

Note: Virtual Schools, where at least 51 percent of instruction happens online, are not eligible to apply. This includes virtual charter schools and fully virtual schools included in a traditional LEA.

2. To qualify for funding, applicants must have 40 percent or higher Free and Reduced Priced Lunch (FRPL) rate. [Click here](#) to determine a specific school rate.

3. Nonpublic School

Though there is no Nonpublic School Consultation requirement with this grant, applicants are encouraged to consult with Nonpublic Schools to ensure collaborative

program development and access for all youth in need of high-quality out-of-school time programming.

4. Funding Purpose

The purpose of the initiative is to increase access to year-round, high-quality out-of-school time programming for economically disadvantaged youth with opportunities for academic acceleration, character enrichment, and other activities designed to complement the youth' regular academic program and social-emotional development.

5. Total Funding Amount

Applicants must show a breakdown of the total requested amount using the approved per pupil allocation. IDOE will award one grant per fiscal agent.

To determine an annual funding amount, utilize the following equation: Number of youth X $3,000 per pupil allocation = total funding amount. The equation should include a total number of youth served across program site(s) annually. ***Grantees must serve at least 60 youth annually.*** *Youth are counted toward the overall youth attendance goal after they've attended 30 days or more. For more information on regularly attending participants (RAPs), see Page 16.*

EXAMPLE:

Total number of youth	Per pupil allocation	Total funding amount
75 youth total Site 1: 35 elementary youth Site 2: 40 middle school youth	$3,000/youth	$225,00

You can find the budget template here. You can find a budget template guide here.

Note: To the extent practicable, IDOE will distribute funds equitably among geographic areas within Indiana, including urban, suburban, and rural communities.

8. PROGRAM MONITORING

New grantees will be evaluated by IDOE staff once during their first program year. In the years following, grantees will be evaluated programmatically and/or fiscally by IDOE staff as identified by the program risk assessment. Grantees will be rated as higher risk for items such as timely submission of data, timely expenditures, and more.

Prior to these monitoring visits, the grantee may be required to submit additional relevant information that will allow IDOE to conduct a useful, efficient, and effective visit.

SECTION 2: REQUIREMENTS

ADMINISTRATION REQUIREMENTS

1. PROGRAM ACTIVITIES

Below is a recommended list of activities that programs can offer.

- o Academic enrichment learning programs, tutoring services, and credit recovery services that are aligned with the Indiana Academic Standards and, if applicable, the Indiana Graduation Pathways.
- o Mentoring programs
- o Physical activity and nutritional education programs
- o Programs that provide specific activities for English learners that emphasize language skills and academic achievement
- o Cultural programs
- o Arts and music education activities
- o Programs that provide assistance to youth who have been truant, suspended, or expelled to allow the youth to improve their academic achievement
- o Drug and violence prevention programs and counseling programs
- o Programs that partner with in-demand fields of the local workforce or build Career & Career Readiness
- o Entrepreneurial education programs

2. CARRYOVER FUNDS

IDOE does not allow Grantees to carryover unused funds from year-to-year. Grantees are required to use funds in the year in which they are awarded and encouraged to contact IDOE if there are significant problems which might prohibit expenditure of available funds.

3. LOCAL EVALUATION

Grantees are *required* to engage a local evaluator from the approved list. A local evaluator is an important partner and a vital resource in both sustaining and improving an out-of-school time program. The role of the evaluator is not to judge the program as a success or failure, but rather to provide information and expertise that can be used to aid your decision-making to support program improvement.

An evaluator should be willing to work closely with the program to monitor and improve program delivery, gauge and understand the outcomes of activities, and make recommendations to sustain continuous program improvement. The evaluator should be able to assist in developing the skills and knowledge base of staff, and effectively communicate improvement efforts to staff and stakeholders. To do so, evaluators should be willing to:

- Collaborate with program to create [site-based performance measures](#)
- Conduct fall and spring site visits
- Complete an extensive evaluation report and executive summary that includes data analysis and recommendations for improvements
- Review the evaluation report with center administration in preparation for program planning.

Grantees *must* use between 3 percent and 6 percent of the total annual allocation on local evaluation.

Note: Applicants must include a completed Memorandum of Understanding (MOU) with their local evaluator in the Appendix section of their application.

4. Required Reports

At the completion of each grant year, grantees are required to demonstrate evidence of successful program implementation through submission of the following reports to IDOE: End of Year Report, Local Evaluation Report(s), and Inventory List.

Fiscal Requirements

1. Allowable Expenses

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations and guidance. For more information on allowable expenses, see pages 4 and 5 of the [ESSER III Frequently Asked Questions.](#)

2. UNALLOWABLE EXPENSES

Grant funds *may not* be used for the following:
- o Non-academic entertainment
- o Preparation of the initial grant application
- o Pre-award costs (incurred before the grant effective date)
- o Decorative Items
- o Purchase of facilities or vehicles
- o Land acquisition
- o Capital Improvements
- o Permanent renovations
- o Food including refreshments/snacks
- o Direct charges for items/services that the indirect cost rate covers

3. APPLICABLE CIVIL RIGHTS LAWS

Civil rights laws apply to recipients of Federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975. Section 8534 of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, in effect provides that nothing in that Act disturbs the application of these laws. By the same token, the Act does not alter the applicability of other nondiscrimination laws that are unrelated to the receipt of Federal funds (such as Title VII of the Civil Rights Act, which forbids employment discrimination on the basis of race, color, religion, sex, or national origin, but also contains certain exceptions).

4. INDIRECT COSTS

Applicants may choose to include indirect costs in their budget proposal. According to EDGAR, 34 C.F.R. 76.563, a restricted indirect cost rate must be used with the R.E.A.C.H Grant program "with a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds." Grantees will be required to utilize the restricted indirect cost rate agreement with IDOE. In the absence of an indirect cost rate agreement with IDOE, they may utilize the de minimus rate of up to 8 percent.

Further information regarding Indirect Cost Rates, including the restricted formula and which costs are included, can be found in EDGAR at 34 C.F.R. 76.560-76.569. For a current list of Rates, [click here](#).

Note: Grantees are *highly* encouraged to spend funds on direct programming costs.

5. PROGRAM FEES AND INCOME

Grantees are not allowed to charge program participants membership or participation fees (weekly, annual, etc.). In addition, grantees are not allowed to generate program income from the program funded with this grant opportunity.

6. DATA MANAGEMENT

Grantees are required to utilize the Cayen Afterschool21 Data Management System. Grantees are required to pay for system access; the cost is $950 per program site. Ongoing training will be provided to grantees via Cayen staff and IDOE staff.

7. REPORTING AND REIMBURSEMENT

Supporting documentation for expenditures is required. Examples of such documentation include: detailed accounting ledgers, invoices with check numbers verifying payment, and/or bank statements, all of which must be filed locally and available upon request of IDOE staff.

Once awarded, the applicant must identify the fiscal contact for reimbursement in the next period after the costs are liquidated. Reimbursements are processed on the 1st and 15th of every month. Failure to submit required reimbursements can affect monitoring schedule and required support.

PROGRAM REQUIREMENTS

1. HOURS AND DAYS OF OPERATION

All program sites listed in the application are required to provide before and/or afterschool program services to youth **a minimum of 130 days per school year, a**

minimum of 30 days per summer break, and at least 10 hours per week. Services to youth are those services where enrolled youth are able to participate in programming.

Program days and hours may be offered as follows:

- o Before school (at least one hour per day, ends just before school begins)
- o Afterschool (at least two hours per day, begins when school dismisses)
- o During school breaks (summer, intercession, spring break, etc.)

2. REGULARLY ATTENDING PARTICIPANTS

Regularly Attending Participants (RAPs) are youth that attend the minimum required days **per year,** (school year and summer break). Youth kindergarten through 12th grade are required to attend 30 days or more through the school year. Grantees are given a RAP target goal that aligns with their annual allocation amount. See Page 10 for more info on how RAP target goals align with annual allocation amounts.

Note: Grantees are not allowed to utilize funds to provide programming to youth not yet attending Kindergarten.

3. STAFFING REQUIREMENTS

1. Grantees are required to have a Program Director who is dedicated to the program at least half time (0.5 FTE). In addition, grantees are required to have a lead Site Coordinator at every programming site.

   Note: Grantees who only intend to operate one site may utilize their Program Director as their lead Site Coordinator if desired.

   Note: Background checks are required for all staff and volunteers

2. Per the Indiana Afterschool Standards, grantees are required to maintain appropriate staff-to-youths: one (1) staff person to fifteen (15) youth if there are youth who are five (5) years of age in the group, and one (1) staff person to twenty (20) youth for groups containing only children who are six (6) years of age or older.

3. Grantees are **strongly encouraged** to provide hourly rates that are competitive with the cost of living in their communities. The application narrative should

include a strong emphasis on ensuring equitable hiring practices, a significant effort to train and retain quality staff, and hourly and/or salary rates ensure quality staff are compensated appropriately.

4. Grantees are **strongly encouraged** to attempt to employ staff that are culturally, linguistically, and racially representative of the youth served in their program. For reference, review the [Indiana Diversity, Equity, and Inclusion OST Standards.](#)

4. PROFESSIONAL DEVELOPMENT

IDOE considers professional development and technical assistance for **all** Grantee staff key to program quality and continuous improvement. Therefore, Grantees are required to submit a comprehensive annual [professional development plan](#). Grantees are encouraged to design and customize their professional development plan to meet the needs and capacity of their program, including training relevant to all levels of staff (direct service, site coordinator(s), program director, etc.).

Professional development in the following areas is **encouraged**:

o Designing and executing effective programs
o Connecting in-school and out-of-school time
o Positive behavior management
o CPR/First Aid certification for all program staff
o Parental engagement and educational attainment
o Student-centered growth and learning/positive youth development
o Social-Emotional Learning
o Diversity and inclusion
o College & Career Readiness
o Trauma Informed Care
o STEM and/or STEAM
o Organization and leadership development

For a Professional Development Resource Guide, [click here](#)

Note: Grantees should include training relevant to their programming priority area in their annual [professional development plan](#).

In addition to training listed on the grantee annual professional development plan, the Program Director (or designated program representative) is required to attend the following annual trainings:

- o Annual Orientation hosted by IDOE staff (February)
- o Indiana Summit on Out-of-School Learning (April)
- o Training Day hosted by IDOE staff (August)

Grantees are also required to attend one national out-of-school learning or education conference during the duration of the grant. A list of national conferences relevant to out-of-school time programs can be found on Page 44.

5. TRANSPORTATION

All applicants must assure that eligible youth are able to attend and participate. Transportation and access to the building site cannot be a barrier for youth participating in the program. Grantees must provide youth access to transportation as needed. Transportation options can include school buses (e.g., working with the sports program's buses), carpools, parent pick-up agreements, public transportation, etc.

If transportation costs are significant, Grantees are encouraged to consider utilizing other IDOE funding sources (Title I, ESSER III, 21st CCLC, etc.).

Note: Requiring parents to provide transportation as a condition of student participation is **not allowed.**

6. COORDINATION OF SERVICES

R.E.A.C.H Grant funds will create and/or expand out-of-school time programs that offer extended learning opportunities. Once these programs have been established, other Federal, state, or local funds can also be used to provide activities and services in these sites. An example of how a R.E.A.C.H Grant program can operate in conjunction with other Federal programs to meet mutual goals:

- o Title I funds, in concert with the R.E.A.C.H Grant program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. Local

out-of-school time programs, funded by the R.E.A.C.H Grant, may also work in collaboration with programs to supplement services to target populations such as migrant youth.

7. COORDINATION WITH THE REGULAR SCHOOL DAY

An out-of-school time program can be an important component in a school improvement plan, particularly as it offers extended learning time to help youth meet state and local academic standards and afterschool standards. Local programs should coordinate academic and enrichment components of the out-of-school time program with school-day curriculum efforts. Evidence of a school's leadership team approval and/or involvement in the out-of-school time program design or implementation typically strengthens the program and the proposal. Strong coordination with the regular school day can also help out-of-school time programs sustain programming efforts after the grant concludes.

SECTION 3: APPLICATION NARRATIVE

Applications must follow the sequence of the narrative requirements listed below. Each section should be labeled accordingly. Please do not add an additional cover page to the application—the first page of the application should be Page 22 of this document.

Applications that do not follow the sequence of the narrative requirements and/or are not labeled accordingly may receive application point deductions during the review process. Each section in the Program Narrative has a maximum page limit as well as a corresponding point value. ***The Narrative must be in 12 point font, single or double spaced.***

Applications should only be submitted once, via this link. **Please ensure the application is finalized before submitting. Applicants should submit a completed application narrative (PDF format), budget form (Excel format), performance measure template (Excel format), and professional development plan (Word document).**

IDOE staff will provide technical assistance to support applicants in proper grant submission in three ways. First, applicants can access an application overview webinar, via this link. The webinar covers the basic framework of the grant as well as the submission, scoring, and award announcement process. IDOE staff will also provide technical assistance to applicants via a one-on-one phone call, as needed. To schedule an individual time to speak to staff, please email OSTProgram@doe.in.gov. Please note staff members are able to answer questions about application clarity, however, they are not able to answer questions or make suggestions regarding application content.

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APPLICATION COVER PAGE (2.5 POINTS)

NAME OF LEA OR ORGANIZATION	
ADDRESS	
COUNTY	
LEA OR ORGANIZATION BIDDER NUMBER *IF YOU DON'T HAVE A BIDDER NUMBER, YOU CAN OBTAIN ONE HERE.*	
NAME OF CONTACT PERSON	
TITLE	
PHONE NUMBER	
EMAIL	
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED PRICED LUNCH RATE	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)	78%	80	K-5TH

Name of Site	Street Address	City/County

23

TOTAL GRADE LEVEL(S) TO BE SERVED	
PROGRAM PRIORITY AREA (STEM OR STEAM, COLLEGE & CAREER READINESS, OR SOCIAL-EMOTIONAL LEARNING) ***APPLICANTS SHOULD PICK ONE**	
ADMINISTRATION PRIORITY AREA (SALARY, SUSTAINABILITY, PROGRAM CULTURE, OR OTHER) ***APPLICANTS SHOULD PICK ONE**	

ASSURANCES (2.5 POINTS)

IDOE requires that the following assurances remain in effect for the duration of the subgrant. IDOE will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- o The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- o The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of IDOE;
- o The subgrant program will take place in a safe and easily accessible facility;
- o The subgrant program will be carried out as proposed in the application;
- o The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- o The subgrant program will utilize an evidence-based curriculum that includes professional development;
- o The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- o The subgrant program will primarily target youth who attend schools with a 40 percent or higher Free and Reduced Priced Lunch rate;
- o The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- o The required information and reports will be submitted timely as requested by IDOE;
- o The subgrant program will comply with [U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance](#);

o The subgrant program agrees to keep records and provide information to IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;

o The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;

o The community was given notice of the applicant's intent to submit; and after the submission, the applicant will provide for public availability and review of the application and any waiver request;

o The applicant certifies by submitting this application that neither it nor its principals, nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;

o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties, or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;

o The LEA certifies that it is in compliance with Title IX, Section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the [USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools](), dated February 7, 2003;

o The subgrant program certifies that if it has expended $750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501); and

o All partners will review and comply with the above assurances.

_____

Applicant Name (LEA or Organization)

_____   _____

Authorized Signature   Date

1. PROJECT ABSTRACT (2.5 POINTS, 1 PAGE MAXIMUM)

Provide a brief summary of the project, including participants to be served, youth's needs, the activities proposed, the intended outcomes, and key people that will be involved in the project. An opportunity to fully describe items is provided in later sections of the application.

2. PROGRAM QUALIFICATION (5 POINTS, 1 PAGE MAXIMUM)

1. **Minimum Criteria:** All youth to be served must attend a school that has a minimum of 40 percent Free and Reduced Priced Lunch (FRPL) rate. To determine a school FRPL rate, visit IDOE INview. More information regarding school eligibility requirements may be found on page 9.

2. **Priority Area:** From the options below, applicants must choose **one** programming priority area *and* **one** administration priority area. Applicants should ensure the application demonstrates a connection between the proposed program model and priority areas, throughout the application narrative.

   o Program Priority Area **(choose one)**
      o STEM or STEAM
         ▪ For reference, review the Indiana STEM OST Standards
      o College & Career Readiness
         ▪ For reference, review the Indiana College & Career OST Standards
      o Social-Emotional Learning
         ▪ For reference, review the Indiana Top Ten Quality OST Standards
   o Administration Priority Area **(choose one)**
      o **Salary:** Provide a base salary rate for all program staff that is consistent with MIT's Living Wage Calculator county data for the county in which programming will take place
         ▪ The minimum staff salary rate must be at least the 'living wage' amount listed in the top left box of the chart provided on the Living Wage Calculator.

      Note: The top left box is the rate associated with one (1) adult, zero (0) children.

      o **Sustainability:** Maintain at least one staff member dedicated to fund development, where at least half of their full time position (0.5FTE) is dedicated to out-of-school time program efforts

- o **Program Culture:** Increase social emotional supports for program staff, including:
  - ▪ Ensure all staff participate in training course that targets their social emotional development (IDOE's Science of Happiness course, Second Step, ACEs, etc.)
  - ▪ Establish an ongoing partnership with a local entity that addresses the social emotional needs of staff (mental health supports, professional coaching, etc.)
- o **Other:** Determine an administration priority that best fits the specifics of your program model. The priority area must address a disparity currently preventing the program or program staff from reaching increased impact within the youth and communities to be served.

  If needed, IDOE staff will work with awarded applicants to ensure the administration priority point aligns to the requirements of the grant.

  Note: Evidence must be provided that supports the need for the administration priority area (needs assessment results, staff survey results, etc.).

3. PRIORITY POINTS (POINTS VARY, 1 PAGE MAXIMUM)

Applicants will receive the point amount listed for every eligible priority criteria listed below:
- o **1 point:** Identified as a Comprehensive Support and Improvement (CSI) school or a school demonstrating 90 percent or greater free or reduced priced lunch rate
  - o To qualify for this priority point, *all* schools listed in the application must qualify as a CSI school or have 90 percent or greater free or reduced priced lunch rate;
- o **2 points:** LEA who received less than $1,000,000 in ESSER III funding;
- o **3 points:** Serving at least 75 percent or more high school youth (of total youth served);
- o **4 points:** Not currently receiving 21st CCLC funding;
- o **5 points:** Proposed programming will dedicate 30 percent or more of total programming time to specific supports for youth with disabilities, English

learners, youth experiencing homelessness, youth engaged in the foster care system, and/or migratory youth.

4. NEED FOR PROJECT (10 POINTS, 3 PAGES MAXIMUM)

1. **Data Evidence:** Describe the need for the project and provide supporting data as evidence. Describe how services were identified and how partners were involved in the assessment process. Data analyzed must include:
   - Student demographic data (e.g., measures of poverty, ethnicity, etc.)
   - Student achievement data (e.g., state assessment scores, etc.)
   - Student behavioral data (e.g., attendance rates, dropout rates, etc.)
   - Community data (poverty rates, drop-out rates, literacy rates, etc.)
2. **Current Programming:** Describe the currently available out-of-school time programming for youth in the targeted school areas and summarize service gaps to be addressed by the program.

5. PARTNERSHIPS (5 POINTS, 2 PAGES MAXIMUM)

1. **Program Collaboration:** Describe how the program will collaborate with other agencies and summarize the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment) made by each of the local partners, regardless of the contribution.
   - The completed application *must* include a completed Memorandum of Understanding (MOU) (example available for use in Appendix 1) for:
     - Your local evaluator.
     - If the applicant is not a LEA: each school and/or district the program will be serving. This MOU must include a data sharing agreement, including access to Student Testing Numbers (STN) of youth served at each program site.
     - All partners providing direct services to youth more than twice a semester.
     - All partners providing physical program space and program transportation.

   Note: The applicant may use a locally designed MOU template as part of the application if desired.

6. PROGRAM DESIGN (12.5 POINTS, 7 PAGES MAXIMUM)

1. **Recruitment and Retention Criteria:** Describe both the recruitment *and* retention plan for youth to be served from the selected school(s) listed on Page 22 of this document.
2. **Family Engagement:** Describe how the program will promote family engagement and provide ongoing family engagement opportunities.
3. **Snack and/or Meals:** Describe how snacks or meals will be acquired through funding external to this grant.
4. **Weekly Schedule:** The applicant must provide a detailed, tentative weekly schedule of activities proposed for all program aspects. The schedule must include each day of programming, the total number of hours, and the activity name and programming specifics.
   o There should be **one** schedule included for school year programming and **one** schedule included for summer programming.
5. **Alignment to Standards:** Describe how the program activities will align to both the Indiana Afterschool Standards and Indiana Academic Standards
6. **Addressing COVID Academic Impact:** Describe how the program will implement evidence-based intervention(s) to youth who were most significantly affected academically by COVID-19
   o For a list of out-of-school time evidence-based interventions, click here.
7. **Youth Voice:** Describe how the program model will incorporate input from youth to be served. If applicable, describe how the program will incorporate youth leadership into the program model.
8. **Staff Recruitment and Retention:** The applicant must provide a detailed staff recruitment plan—the plan must include strategies to ensure equitable hiring practices are being followed and when applicable, recruitment efforts target individuals that culturally, linguistically, and racially represent youth in the program. For reference, review the Indiana Diversity, Equity, and Inclusion OST Standards. The applicant must also include a retention strategy that includes efforts around professional development well as providing staff with a relevant, livable wage. Applicants should demonstrate the connection between recruitment strategies, available staff training, and appropriate staff hourly and/or salary rates. Please include a list and/or chart of staff positions (direct service, site coordinator, etc.) and the corresponding hourly rate/salary rate.

For more information about appropriate hourly and salary rates, please reference:
> **Calculators:**
> - MIT's Living Wage Calculator
> - National After School Enrichment Program salaries

- [Payscale Job Salaries](#)
  Research:
- [Central Indiana Nonprofit Salary Survey (2018)](#)
- [A Snapshot of the Childcare Landscape (2017)](#)
- [National Afterschool Alliance's State of the Profession Report (2016)](#)

7. EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 2 PAGES MAXIMUM)

1. Provide evidence of previous success in operating out-of-school programs targeting the youth populations to be served by the proposed grant. Evidence of previous success should include the following:

o Ensuring youth receive the academic and social-emotional support needed to demonstrate improved achievement.

o Capacity to administer and manage annual and day-to-day requirements of federal funding.

8. PROGRAM IMPLEMENTATION (12.5 POINTS; 1 PAGE MAXIMUM)

1. **Evidence-Based Programming:** Describe how the program model will incorporate and implement evidence-based programming through the use of a singular and/or collaborative curriculum

    a. Applicants must utilize evidence-based curriculum to guide their program content and activities. A list of recommended out-of-school time evidence-based interventions is located [here](#).
    Note: Applicants may utilize a curriculum that is not included in the provided list if it is research-based and professional development is available to support its use.

2. **Performance Measures:**

    a. Complete separate performance measure template(s) for **each** program site using the [Performance Measure Template](#).

        i. The performance measures that fall under each objective must be measurable, specific, timely, challenging, and achievable.

        ii. The measures in the template should use a variety of data sources, such as report card grades, surveys, local assessments, etc. should be utilized.

        iii. Applicants must select performance measures in the following four outcome categories:

            a. Improve Academic Achievement;
            b. Improve Social and Behavioral Outcomes;
            c. Increase Family Engagement;

d. Impact Administration Priority Point identified.

Note: This section shouldn't include any application narrative.

Outcome Categories	Focus Areas		Requirements Per Category
Academic	Academic Achievement	Academic Habits	1 Math measure, 1 ELA measure, and 1 Academic measure of your choice **(*Programs serving more than 30% of students that are English Language Learners must choose a measure that addresses support for this population)**
Social/ Behavioral	Healthy Choices	Social Emotional Learning	2 measures of choice, representing at least two different focus areas
	In-School or Afterschool Behavior	College and Career Readiness	
Family Engagement	Involvement in Student's Education at Home	Involvement in Student's School	2 measures of choice, from both focus areas
Administration	Salary	Sustainability	1 measure of choice, based on the chosen area
	Program Culture	Other	
Total Number of Performance Measures: 8 Per Site			
[Click here](#) **for examples of performance measures.**			

As a reminder, Grantees are required to collect the following data points:
- o Student Testing Numbers
- o Program attendance
- o Student demographics: Limited English Proficiency, ethnicity, race, gender,

special needs status, grade, Free and Reduced Priced Lunch status
- o Staffing Information: Gender, race, ethnicity, salary/wage, certification, age, education level
- o Program site characteristics: Type of organization, location (address, county, phone number, email)
- o Activity descriptions
    - o Frequency of activities
    - o Categorized into: Physical activity, STEM, homework help, literacy, arts and music, mentoring, youth leadership, community/service learning, College & Career Readiness, and tutoring

Note: All data is collected for all youth served, regardless of number of days of attendance. All performance measures are measured for regularly attending participants (RAPs) – attending 30 days or more throughout the year

9. PROGRAM COMMUNICATION (5 POINTS, 1 PAGE MAXIMUM)

1. **Communication Plan:** Describe a plan that addresses who will act as the liaison between the out-of-school time program and school day staff; ***and*** a plan of communication between the program and:
    a. Community Stakeholders
    b. Families of program participants

10. PROFESSIONAL DEVELOPMENT (10 POINTS; 1 PAGE MAXIMUM)

1. **Professional Development Plan:** Using this template, complete an annual Professional Development Plan.

    Note: The Professional Development plan should be submitted as a separate document.

2. **Assessment:** Include a narrative description of how the professional development needs of various staff members will be assessed and addressed, and how the professional development plan will address the professional development needs of all levels of program staff (program director, site coordinator(s), direct service staff, school day staff, etc.)

For a Professional Development Resource Guide, click here.

Note: All Grantees are required to submit an annual professional development plan.

11. Evaluation (7.5 points, 3 pages maximum)

1. **Evaluation Plan:** Applications must include a strong evaluation plan that will shape the development of the program from the beginning of the grant period. The plan should be consistent with the [Performance Measure Template](#) that is submitted with this application.
   - The description of the evaluation design should include: Type of data to be collected, when the data will be collected, what instruments will be used for data collection, what steps will be taken to utilize evaluation data to drive program improvement, and the relevancy and strategies for the selected performance measures.
2. **Local Evaluator:** Identify the individual and/or organization that have agreed to serve as the evaluator for the program and describe their relevant qualifications. As a reminder, Grantees are required to choose an external, local evaluator from the approved list, [located here.](#)
3. **Self Assessment:** Grantees are required to participate in a self-assessment process. Identify which of the following self-assessment processes the program will be participating in:
   - [IN-QPSA](#)
   - [Beyond the Bell](#)
   - [Youth Program Quality Intervention (YPQI)/Weikart](#)
   - [NYOI/BGCA](#)
   - [Community Healthy Living Index/YMCA](#)

   Note: No additional narrative is needed in this section.

12. Safety and Transportation (5 points; 1 page maximum)

1. **Transportation (to and from):** Describe how youth in the program will travel safely to and from the program and home.
2. **On-site safety:** Describe how the safety of youth will be maintained on-site (e.g., requiring parent sign-out, checking identification), as well as during off-site activities.

13. Budget (7.5 points; no narrative—budget form should be completed separately)

[You can find the budget template here](#). [You can find a budget template guide here.](#)

- o **Summary Tab:** The majority of this tab will automatically populate based on fields from the Details tab. Each line item's total will transfer to the same line item on the Summary tab. *It is up to the applicant to check the Details tab for accuracy.*
  - o Applicants are responsible for completing the information in Lines 4, 5, 6, and 21 on the Summary Tab.
- o **Details Tab:** This tab is where applicants will describe their projected expenditure of funds. A breakdown of each line item with specific item detail is required on this form.
  - o Lines 5-53 should list expenses (no description needed in these lines). Each expense should be coded with the options in the drop down menu in Column B. The cost of the expense should be listed in Column C.
  - o Lines 58-82 should list a description of each expense listed in lines 5-53, in the appropriate category.
  - o Lines 86-107 should list all staff positions and corresponding information
- o <u>Budget reminders:</u>
  - o **Evaluation:**
    - ▪ Programs *must* budget for 3 percent to 6 percent of the grant award per year to be designated for local program evaluation costs. The specific amount of evaluation cost should be determined between the local evaluator and the program.
    - ▪ Programs *must* include the access cost of the data management system, Cayen Afterschool21. The cost of the system is $950 per program site.
  - o **Indirect Costs:** The applicant may decide to include Indirect Costs in their budget. Only an approved *restricted* indirect cost rate may be used for this grant or the deminimus rate of 8 percent. For further guidance please see Section 4.9 (Page 14) of this application and/or 34 CFR 76.560.
  - o **Travel Policy:** The IDOE follows the State of Indiana Travel Policy, which also applies to this grant. The applicant's budget for travel expenditures must reflect the State Travel Policy. Further guidance can be found here.

SECTION 4: APPENDICES

APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Project Abstract	2.5	1
Program Qualification	5	1
Priority Points	Varies	1
Need for Project	10	3
Partnerships	5	2
Program Design	12.5	7
Evidence of Previous Success	7.5	2
Program Implementation	12.5	1
Program Communication	5	5
Professional Development	10	1
Evaluation	7.5	3
Safety and Transportation	5	1
Budget	7.5	N/A
Application Organization	2.5	N/A
Total	**100*** *(*not including any eligible priority points)*	**28**

As a reminder, applications must follow the sequence of the narrative requirements listed above. Each section should be labeled accordingly. Please do not add an additional cover page to the application—the first page of the application should be Page 22 of this document. The Narrative must be in 12 point font, single **or** double spaced. **Applications should only be submitted once. Please ensure the application is finalized before submitting.

APPENDIX 1—SAMPLE MEMORANDUM OF UNDERSTANDING

<Name of LEA School Corporation> and **<Name of Community-based Partner>**

The **Name of LEA**, hereinafter referred to as **LEA's acronym**, and the **Name of Community-based Partner**, hereinafter referred to as **Partner acronym**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing anh Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **Name of LEA** from IDOE.

LEA Name and **Partner Name** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **LEA acronym** and **Partner acronym** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Name of School**.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application, and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Name of LEA (LEA Acronym) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Name of School**; and will include a designated office space, the cafeteria, gymnasium, classroom space (as needed) and the library/media center at **Name of School.** Space provided will also include a space, desk, phone, and computer for any necessary program staff. Space provided will also provide designated confidential space for any necessary outside providers (Therapists, Case Workers, etc.) to meet with youth during the out-of-school time program.
3. Work collaboratively with **Partner Name/Acronym** to identify high-priority student participants and to meet needs of youth served in the program.

4. Collaborate with **Partner Name/Acronym** to maintain student files/records in accordance with **Partner Name/Acronym** and **LEA Acronym** agreement at above named school(s).
5. Run background checks for all program volunteers.
6. Follow all parameters and basic conditions set forth in grant received to provide brokered or delivered services. Support collaborative agreement with each school, superintendent, and CBO.
7. Provide out-of-school time snacks and meals through the School Nutrition Program managed by IDOE.
8. Maintain coordination of other agencies and service providers with **Partner Name/Acronym**.
9. Make available data with continued access to school-day database for youth served by the out-of-school time program for input into the out-of-school time data management system so that out-of-school time program may monitor the services it provides, determine its service impact on student achievement, and report aggregate data to the funders and stakeholders supporting program services at the above named schools *with parent permission:*
   a. attendance
   b. incidents of misbehavior
   c. student demographics, free lunch information, birthdate, student testing number (STN)
   d. numeric grades for each grading period
   e. standardized test scores (e.g., ILearn, IREAD, ECA, NWEA, and other standardized tests)
10. Assist with coordination of safe transportation of youth home following the Out-of-School Time Program. This includes providing **Partner Name/Acronym** with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
11. Provide professional development opportunities to **Partner Name** staff.

Name of Partner will:

1. Maintain student confidentiality by:
   a. Limiting access to student records on data management system to key personnel involved in the coordination or provision of program services;
   b. Maintaining strict controls over data management system usernames and passwords;

    c. Producing and disseminating all public reports in aggregate terms. No reports will be produced or disseminated that identify individual youth; and

    d. Making available to appropriate school personnel any program or project reports upon request within a reasonable time period.

2. Certify in writing and/or present satisfactory evidence that all program personnel are not on the Child Abuse and Neglect Registry and have a satisfactory criminal background check.

3. Hire, train, supervise and evaluate all program personnel.

4. Compile all reports as required by funding source and its timeline requirements.

5. Identify community resources to supplement the educational and enrichment programs provided at the above-named schools including volunteers, community support services, and in-kind contributions.

6. Manage all agency/business partnerships on behalf of the schools with the approval of the administration.

7. Support the LEA mission and promote LEA/CBO partnership throughout the County.

8. Provide a parent sign-up table and **Partner Name/Acronym** representative at each program site's School Registration Days.

9. Provide Program Director to oversee Site Directors (Coordinators) and to support their collaborative work with school administrators and **Partner Name/Acronym** partner agencies.

10. Deliver services as an out-of-school time program from **XXX** PM to **XXX** PM at **Name of School** on designated days of program's operation.

11. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by **Name of LEA** and project evaluators (local and State).

12. Be responsible for general program coordination, including set-ups and clean-up and first aid.

LEA and PARTNER will work collaboratively to:

1. Cooperate in the collection, analysis, use, and reporting of data related to specific youth receiving program services at the above-named school(s). The purpose is to ensure **Name of Partner** is able to track, evaluate, adjust, and report on services provided to youth in a sensitive and confidential manner.

2. Data will be stored on the program data management system, ***with parent permission***.

3. Provide an end-of-year needs assessment to discuss ways in which the program services at each school can be enhanced.

4. Meetings will be held on a regular basis between the **Name of LEA** building principal(s) and the Executive Director of **Program Name** or his/her designee to address initiatives. Reports may be provided to the **Name of LEA** Board of Trustees, Superintendent, and **Name of Partner** Board of Directors to report progress.
5. In the event the principal thinks that a program staff member is ineffective in performing his/her duties that have not been resolved through direct conversation with the program staff member, the principal will state these reasons to the Program Director or Executive Director. **Name of LEA** and **Name of Partner** may meet to mediate or resolve any problems. If the problems cannot be resolved, the program staff member could be removed from the school.

MUTUAL AGREEMENTS

1. This Agreement (and its attachments, if any) constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes any and all prior understandings and agreements, oral and written, relating hereto. Any changes to this Agreement must be mutually agreed upon by the parties and shall be incorporated in written statements to this Agreement.
2. In no event shall **Name of Partner** employees under this Agreement be considered employees of **Name of LEA**.
3. In no event shall **Name of LEA** employees under this Agreement be considered employees of **Name of Partner**.
4. Liability Insurance: **Name of Partner** shall maintain a general liability policy of insurance covering its activities on the premises.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **Month Day, Year** and continue through **Month Day, Year**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersedes any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION

Either party may terminate this Agreement at any time by giving written notice of said termination, should the other party fail to substantially perform its obligations under the Agreement. Either party may terminate this agreement without cause at any time upon mutual agreement between the parties or by giving the other party at least thirty (30) days advances written notice. The notice required under this clause shall be sent by registered mail.

Name of LEA Address   Name of Partner Address

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

LEA Name agrees to indemnify, defend and hold harmless **Partner Name**, its Board of Trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **LEA Name**. It is understood that such indemnity shall survive the termination of this Agreement.

Partner Name agrees to indemnify, defend and hold harmless **LEA Name**, its Board of Trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **Partner Name**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **Partner Name** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS ($1,000,000). **LEA Name**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **LEA Name** before commencement by **Partner Name** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10)

days advance notice to **LEA Name**. A certificate of insurance showing compliance with these requirements shall be filed with **LEA Name** **Chief Financial Officer**.

_____   _____

LEA Authorized Signature   Date

_____   _____

Partner Organization Authorized Signature   Date

SECTION 5: APPLICATION RESOURCES

1. PEER REVIEWER SCORING RUBRIC

2. State and National Conferences

State Conferences
Celebrate Science Indiana
Center for Excellence in Learning and Leadership
Children are Our Best Investment (COBI) Statehouse Day
Indiana Black Expo Statewide Education Conference
Indiana Summit on Out-of-School Time: Indiana Afterschool Network and Indiana Department of Education
Indiana Youth Institute Kids Count Conference
Indiana Park and Recreation Association
National Conferences
USDOE Summer Symposium
Best of Out-of-School Time – BOOST
Foundations, Inc. Beyond School Hours
Mid States Camping Conference
National Afterschool Association – NAA
National Conference on Inclusion- Presented by Kids Included Together