

REQUEST FOR PROPOSALS

21st Century Community Learning Centers Program

Title IV, Part B
of the
No Child Left Behind Act of 2001

**Virginia Department of Education
Division of Instruction
101 North Fourteenth St. 23rd Floor
James Monroe Building
P. O. Box 2120
Richmond, Virginia 23218-2120**

**21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
REQUEST FOR PROPOSALS (RFP) PACKAGE**

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**INTENT TO SUBMIT APPLICATION
FOR FUNDING UNDER
21ST CENTURY COMMUNITY LEARNING CENTERS
GRANT PROGRAM**

APPLICANT NAME _____

ADDRESS _____

PHONE/FAX _____

PLEASE RETURN THIS FORM TO:

MAIL:

Ms. Cheryl Gray Ball
Virginia Department of Education
Division of Instruction
P. O. Box 2120
Richmond, Virginia 23218-2120

FAX:

804-786-9769

REQUEST FOR PROPOSAL

BACKGROUND INFORMATION

STATEMENT OF PURPOSE:

The 21st Century Community Learning Centers (CCLC) Program was established by Congress as Title X, Part I of the Elementary and Secondary Education Act (ESEA). It was reauthorized by Congress under the *No Child Left Behind Act of 2001*. The purpose of the 21st Century Community Learning Centers program is to establish or expand community learning centers that provide students with academic achievement enrichment opportunities along with activities designed to complement the students' academic program.

The Virginia Department of Education will make 21st Century Community Learning Center competitive grants to eligible organizations to support the implementation of community learning centers that will assist student learning and development.

RATIONALE FOR PROGRAM/PROJECT DESIGN:

The Virginia Department of Education will fund projects that provide significant expanded learning opportunities for children and youth, and that will assist students to meet or exceed state and local standards in core academic subjects. Applicants are encouraged to consult extensively with parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies and work in meaningful collaboration to develop 21st Century Community Learning Centers.

SUBMISSION DEADLINE:

The closing date for this competition is **Friday, November 22, 2002 at 4:00 pm**. Applications must be **received or postmarked** by that date to be eligible for review. Anticipated date of award announcement will be late-December 2002.

ELIGIBLE APPLICANTS:

Applicants eligible to submit a proposal for this competition are nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations.

STUDENTS SERVED:

Students to be served by the proposed community learning center attend: (1) schools with a poverty threshold of 40% or more; or (2) schools that have been identified as "Accredited with Warning" or "Provisionally Accredited/Needs Improvement" based on the 2001-2002 Accreditation Status.

Students attending private schools and the families of those students are eligible to participate in the 21st Century Community Learning Centers program on an equitable basis. Grantees must provide comparable opportunities for the participation of both public and private school students in the areas served by the grant. In addition, students with special needs attending targeted schools are eligible to participate in 21st CCLC programs and applicants must plan accordingly.

AUTHORIZED ACTIVITIES:

Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before- and after-school activities (including during summer recess periods) that advance student academic achievement, including—

- (1) Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- (2) Mathematics and science education activities;
- (3) Arts and music education activities;
- (4) Entrepreneurial education programs;
- (5) Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- (6) Programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
- (7) Recreational activities;
- (8) Telecommunications and technology education programs;
- (9) Expanded library service hours;
- (10) Programs that promote parental involvement and family literacy;
- (11) Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- (12) Drug and violence prevention programs, counseling programs, and character education programs.

ABSOLUTE PRIORITY:

By statute, grants can be awarded to programs that serve students who attend schools with a high concentration of low-income students. This priority specifically defines these schools as those eligible for designation as a Title I schoolwide program school. To be eligible for this designation, at least 40 percent of the students must qualify for free or reduced-price meals through the National School Lunch program. The Virginia Department of Education “SY 2001-2002 FREE AND REDUCED PRICE LUNCH PROGRAM ELIGIBILITY REPORT” identifies the schools eligible under this priority.

The report is located at <http://www.pen.k12.va.us/VDOE/Finance/Nutrition/statistics.html>.

COMPETITIVE PRIORITY:

A competitive priority of five points will be awarded to applicants that:

- (1) Propose to serve schools that have been identified by the Virginia Department of Education as “Accredited with Warning” or “Provisionally Accredited/Needs Improvement” based on the 2001-2002 Accreditation Status; and
- (2) Jointly submit applications between at least one local education agency (LEA) receiving Title I, Part A funds and at least one public or private community organization.

LEAs that do not have qualified community organizations within reasonable geographic proximity may still receive competitive priority points. These LEAs are required, however, to document the lack of agencies or organizations with which to collaborate and must still propose to serve students attending schools identified for improvement in order to qualify for the priority.

The “ACCREDITATION RATINGS” report is available at http://www.pen.k12.va.us/VDOE/Assessment/accred_status02.html.

AWARD AMOUNT/PERIOD:

Grant amounts awarded under this program will be a minimum of \$50,000 as required by law, but not more than \$200,000. The Virginia Department of Education will not require a match of local funds.

The grant award period is for one year with possible continuation funding for an additional two years based on the Department of Education's determination that the grantee has made substantial progress toward meeting the objectives set forth in the approved application.

The Department of Education reserves the right to conduct an additional competition, if necessary, to ensure that all funds are awarded.

All awards are subject to the availability of federal funds. Grants are not final until the grant contract is executed.

LOCATION OF CENTER/TRANSPORTATION OF STUDENTS:

The Virginia Department of Education may approve an application for a community learning center to be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. All proposals must include a plan that addresses how students will be transported safely to and from the community learning center and home.

The Virginia Department of Education will establish the evidence needed to demonstrate that the program would be available, safe, and easily accessible.

PRINCIPLES OF EFFECTIVENESS:

Local programs must indicate how they meet the *principles of effectiveness* described in the law. According to statute, programs or activities must be based on:

- (1) An assessment of objective data regarding the need for before- and after-school programs (including summer school programs) and activities in schools and communities;
- (2) An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and
- (3) If appropriate, scientifically-based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

SCIENTIFICALLY-BASED RESEARCH:

Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that: (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-

condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

When providing services in core academic areas where scientifically-based research has been conducted and is available – such as reading and mathematics – a community learning center should employ strategies based on such research.

REVIEW OF PROPOSALS:

Applications will be reviewed by a panel of experts based on the selection criteria in this package. Only applications that meet either the absolute or competitive priority will be reviewed as part of the grant review process.

To provide for an equitable geographic distribution of awards, proposals will be grouped by the Superintendents' Regions and will be reviewed with the other proposals submitted within that region. A listing of the school divisions within each regional group is available at <http://www.pen.k12.va.us/VDOE/dbpubs/doedir/>.

Consideration will be given to the number of eligible schools within the region and a proportionate share of the total grant amount available for awards will be distributed within each region. The highest scoring proposals from each region will be funded. After awards have been made to the highest scoring proposals in a region, remaining funds in each region will be used to fund the next highest scoring proposals in other regions.

PROPOSAL CONTENT

Peer reviewers will use four criteria to evaluate applications for funding. The relative weights for each criterion are indicated in parentheses. Each criterion is presented in bold type below and followed by supporting instructions and guidance regarding how the criterion applies to this competition. The peer reviewers will use these criteria to guide their reviews.

Respondents to this Request for Proposals should address the following areas in the Program Narrative:

1) Program Narrative:
Need for the Services (30 points)

The proposal should demonstrate: (1) that the students to be served have need for academic enrichment opportunities designed to help them meet state and local academic achievement standards in the core academic subject areas such as reading and mathematics; and (2) that the families of those students need opportunities for literacy and related educational development.

Suggestion/Guidance for Applicants

In this section of the application, the proposal should address the following components as outlined by the statute:

- (1) A description of how the activity is expected to improve student academic achievement;
- (2) An evaluation of the community needs and available resources for the community learning center;
- (3) A description of how the proposed program will address those needs (including the needs of working families); and
- (4) A description of how the activities will meet the principles of effectiveness described in section 4205(b).

Excellent	Good	Poor	Missing	Review Criteria
—	—	—	—	A detailed description of the school/community’s needs has been provided and all information reflects the most current data available.
—	—	—	—	A detailed description of how the activity is expected to improve student academic achievement has been provided.
—	—	—	—	The process for selecting the participating school(s)/student(s) has been described.
—	—	—	—	The proposed activities will meet the principles of effectiveness.

2) Program Narrative:
Project Design/Services (30 points)

The proposal should describe the before and after school or summer recess activities to be funded. The goals, objectives, and anticipated outcomes to be achieved by the proposed project should be outlined. These goals, objectives, and anticipated outcomes should be specific, measurable, and clearly linked to the needs identified in Section I above. The proposal should demonstrate the extent to which the design of the proposed project is appropriate to, and will successfully address the needs of the students served and the families of those students. The proposal should explain how the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of

services, or others, as appropriate. The proposal should also describe how the applicant incorporated the principles of effectiveness as described in section 4205(b) of the statute. The applicant should also describe the collaboration that occurred with other organizations within the community as the proposal was being developed.

The applicant should employ strategies based on scientifically-based research when providing services in core academic areas – such as reading and mathematics – where such research has been conducted and is available.

Suggestions/Guidance for Applicants

In this section of the application, the proposal should address the following components as outlined by the statute:

- (1) A description of the before and after school or summer recess activities to be funded;
- (2) A description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home;
- (3) An identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
- (4) A description of how the activities will meet the principles of effectiveness described in section 4205(b);
- (5) A description of the partnership(s) created and how the partnership(s) will provide services to students participating in the community learning center and the families of those students (clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results); and
- (6) If the applicant plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers.

Include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of the letters of support, with a clear demonstration of buy-in from senior administrators of the partnering organization, is more important than the quantity.

Excellent	Good	Poor	Missing	Review Criteria
___	___	___	___	Goals, objectives and outcomes are clearly identified and measurable.
___	___	___	___	Activities, strategies and implementation plan have been clearly detailed, are appropriate and address academic and developmental needs and are based on up-to-date research and effective practices.
___	___	___	___	A timeline for program implementation has been provided.
___	___	___	___	Location and transportation needs have been addressed.
___	___	___	___	Plan includes qualified staff and volunteers and the professional development plan is of sufficient intensity/duration.
___	___	___	___	Services for family members, especially adult members, have been included.
___	___	___	___	The proposed project is developed in a manner consistent with the principles of effectiveness.

3) Program Narrative:
Management Plan/Budget (20 points)

The proposal should describe the structure of the project and the procedures for managing it effectively. Include an organizational chart, position descriptions for key staff, and timetable for key program events. The proposal should plan and provide resources for ongoing staff development and training. The proposal should make clear that appropriate resources and personnel have been carefully allocated for the tasks and activities described. If the proposal is a joint application, the management plan/budget should demonstrate there is adequate support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. The proposal should address the issue of planning for sustainability after the grant period ends and elaborate upon how the school division and partnering organizations will assist in sustaining the project.

Provide a detailed budget narrative that itemizes how grant funds will be used as well as funds from other sources over a three year period. The budget should adequately cover program expenses, including transportation, and should demonstrate how existing resources, such as computer labs, libraries, and classrooms will be leveraged to carry out proposed activities. Costs should be allocated, and will be judged, against the scope of the project and its anticipated benefits. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. Applicants should provide evidence that their plans had the support of program designers, service providers, and participants. All proposals should show that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

Suggestions/Guidance for Applicants

In this section of the application, the proposal should address the following components as outlined by the statute:

- (1) A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
- (2) An identification of Federal, State, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
- (3) A description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
- (4) A demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;
- (5) A description of a preliminary plan for how the community learning center will continue after funding under this part ends.

Budgets must include funds for at least two project staff members to attend a two-day annual meeting of the 21st Century Community Learning Centers Program in Washington, DC, each year of the project. Funds should also be included to cover travel and lodging expenses for at least three persons to attend two regional training activities during each year of the project.

Grant funds cannot be used to purchase facilities or support new construction.

Excellent	Good	Poor	Missing	Review Criteria
___	___	___	___	Plan describes the partnerships to be formed, what services will be provided, and how all partners will work together.
___	___	___	___	The project enlists the support of diverse communities (i.e., community-based, faith-based, local educational agencies and cultural organizations).
___	___	___	___	The local educational agency (school/division) is a key partner, if not the lead agency, in the project. The proposal provides explanation of how classroom teachers will work with 21 st CCLC staff to ensure appropriate student activities and enhancement of the school day.
___	___	___	___	The project effectively links and builds upon available local, state and federal resources, including other “No Child Left Behind” resources.
___	___	___	___	Costs are reasonable in relation to the activities, design, and number to be served.
___	___	___	___	A sustainability plan has been described.
___	___	___	___	Budget/project reflects effective use of existing resources.
___	Yes	___	No	Funds have been included for evaluation expenses.
___	Yes	___	No	Funds have been budgeted/identified for professional development activities, including National 21 st CCLC training.
___	Yes	___	No	Funds have been included for two regional training activities.

**4) Program Narrative:
Evaluation (20 points)**

The proposal should include a strong evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. The plan should identify the organization that has agreed to serve as the evaluator for the project and describe the qualifications of the evaluators. It should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders about success at the project site(s).

Suggestions/Guidance for Applicants:

It is essential that applicants adequately address their capacity to access and collect appropriate progress report and evaluation data. Applicants must also demonstrate their capacity and willingness to provide all requested evaluation data to the Virginia Department of Education and the Secretary, U. S. Department of Education.

<p>Excellent Good Poor Missing</p> <p>_____ _____ _____ _____</p> <p>_____ _____ _____ _____</p> <p>_____ Yes _____ No</p> <p>_____ Yes _____ No</p>	<p>Review Criteria</p> <p>The evaluation plan includes measures/outcomes tailored to reflect the needs of individual schools/communities.</p> <p>The evaluation information will be able to show the impact the project has had on student academic performance.</p> <p>The applicant agrees to participate in any evaluation conducted by or for the Virginia Department of Education and the US Secretary of Education.</p> <p>If the applicant is not a LEA, school personnel have agreed to provide information required to complete the evaluation requirements.</p>
<p>Competitive Priority (5 points)</p> <p>_____ Yes _____ No</p>	<p>Competitive priority is given to applications that propose to serve schools that have been identified by the Virginia Department of Education as “Accredited with Warning” or “Provisionally Accredited/Needs Improvement” based on the 2001-2002 Accreditation Status; <u>and</u> that are jointly submitted between at least one local education agency (LEA) receiving Title I, Part A funds and at least one public or private community organization.</p>

ADDITIONAL INFORMATION

Is Non-Regulatory Guidance for the 21st Century Community Learning Center Program available?

Non-Regulatory Draft Guidance (May 2002) is available at the US Department of Education Web site at <http://www.ed.gov/21stcclc/state.html>.

What is the definition of a 21st Century Community Learning Center?

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, or during holidays or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

Who is eligible to receive grants?

Any public or private organization is now eligible to apply for a 21st CCLC grant. Examples of agencies and organizations now eligible under the 21st CCLC program include, but are not limited to: nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute encourages eligible organizations to collaborate with LEAs when applying for funds.

What is the definition of a “community-based organization”?

As defined in section 14101(4) of the ESEA, “the term ‘community-based organization’ means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.”

What will be the time period, size, and number of grants?

Time period: In Virginia, a 21st Century Community Learning Center grant will be awarded for one year. Grantees may receive continuation funding for two additional years based on the Department of Education’s determination that the grantee has made substantial progress toward meeting the objectives set forth in the approved application.

Size of grants: The average grant awarded under this competition will be a minimum of \$50,000 and a maximum of \$200,000. By statute, the Department of Education will not consider for funding any application that requests less than \$50,000. In addition, the statute requires the Department of Education to ensure that awards are of sufficient size and scope to support high-quality, effective programs.

Number of grants: The Department of Education cannot estimate the number of grants that will be awarded due to the range in grant amounts. The Department of Education reserves the right to conduct an additional competition, if necessary, to ensure that all funds are awarded.

What kinds of program activities are authorized?

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (including during summer recess periods) that advance student achievement. Local grantees are limited to providing activities within the following list:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited English proficient students 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 the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

What are the components of a high-quality after-school program?

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart Afterschool Programs*, there are eight components that are generally present in high-quality after-school programs. These include:

- Goal Setting, Strong Management, and Sustainability
- Quality After-school Staffing
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages Between School-Day and After-school Personnel
- Evaluation of Program Progress and Effectiveness

Working for Children and Families is available online at www.ed.gov/pubs/parents/SafeSmart/. Applicants are encouraged to address as many of these components as possible in their application narrative.

What regulations apply to this program?

The following regulations are applicable to the 21st Century Community Learning Centers Program: the Education Department General Administrative Regulations (EDGAR) in 34 CFR Part 76-State-Administered programs; Part 77- Definitions that Apply to Department Regulations; Part 80-Uniform Administrative Requirements for the Grants and Cooperative Agreements to States and Local Governments; Part 82-New Restrictions on Lobbying; Part 85, Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants); Part 99-Family Educational Rights and Privacy. The EDGAR regulations can be found at <http://www.ed.gov/offices/OCFO/grants/edgar.html>.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to persons with disabilities.

APPLICATION SUBMISSION

APPLICATION CHECKLIST

One original and four copies of the application are due by November 22, 2002.

A complete application must include the following sections:

- ❑ The *Application Cover Sheets*, completed according to the instructions and signed by an authorized official
- ❑ The *Program Abstract*
- ❑ The *Program Narrative* (no more than 20 pages double-spaced)

Required forms include:

- ❑ The *Budget Summary*
- ❑ The *Assurances*
- ❑ The *Statement of Participation and Support*
- ❑ The *Collaboration and Partnership Information*

An appendix, limited to the following, may accompany each application:

- a) Letters of commitment should be included in this section of the Appendix to clearly document the role and contribution of each member.
- b) Evidence of previous success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the partnership or the activities/services proposed in the narrative section of the application.
- c) Equitable Access and Participation. Section 427 requires every applicant (other than an individual person) to include in its application a description of the steps the applicant proposes to ensure **equitable access** to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs.

Other attachments to the application are strongly discouraged! Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc., will not be reviewed nor will they be returned to the applicant.

This form is for your own use and should not be submitted with your application!

NOTE: The grant application may be downloaded from the Department of Education Web site at <http://www.pen.k12.va.us/VDOE/suptsmemos/2002/inf131a.pdf>

MAIL/HAND DELIVERY INSTRUCTIONS

An original and 4 copies of the application must be received at the address listed below on or before 4:00 pm on November 22, 2002. Incomplete or late applications will not be accepted. Faxed or e-mailed applications will not be accepted.

All program and budget questions should be directed to Cheryl Gray Ball at (804) 225-2882 or by fax at 804-786-9769. Ms. Gray Ball's e-mail address is cgraybal@mail.vak12ed.edu.

Submit applications to:

Ms. Cheryl Gray Ball
Virginia Department of Education
Division of Instruction
P. O. Box 2120
Richmond, Virginia 23218-2120

If proposals are hand delivered or sent by overnight carrier, deliver to:

Ms. Cheryl Gray Ball
Virginia Department of Education
Division of Instruction
James Monroe Building
101 North 14th Street
23rd Floor
Richmond, Virginia 23219

REQUIRED FORMS

Application Cover Sheet (Page 1)
21st Century Community Learning Center

The applicant designated below hereby applies for a grant of Federal funds to provide opportunities for academic enrichment to help students attending eligible schools to meet State and local academic achievement standards in core academic subjects; to provide a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students; and to offer families of students served opportunities for literacy and related educational development.

Applicant Agency (Name of Fiscal Agent)	Co-Applicant Agency Name
Mailing Address (Street, City, Zip Code):	Mailing Address (Street, City, Zip Code):
School Superintendent/Chief Executive Officer: Typed Name:	School Superintendent/Chief Executive Officer: Typed Name:
Contact Name:	Contact Name:
Contact's Telephone No. () Fax No. () E-mail	Contact's Telephone No. () Fax No. () E-mail

THIS APPLICATION REPRESENTS A CLAIM FOR FEDERAL FUNDS AND, AS SUCH, SHOULD BE PROPERLY AUTHORIZED BY THE APPROPRIATE GOVERNING BODY.

AUTHORIZATION AND CERTIFICATION

The filing of this application has been authorized by the governing board of the agency and the undersigned representatives have been duly authorized by formal action of said board to file this application, for, and in behalf of, said agency and otherwise to act as the authorized representatives of the agency in connection with this application.

Further, the undersigned hereby certifies that the information in this application is correct and complete. Assurances to the Virginia Department of Education will be executed as applicable and 21st Century Community Learning Centers project operation will comply with current Federal law and regulations and the provisions of this application as approved.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature of Superintendent/Chief Executive Officer	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
<hr style="border: 0; border-top: 1px solid black; margin-top: 20px;"/> Signature of Superintendent/Chief Executive Officer	<hr style="border: 0; border-top: 1px solid black; margin-top: 20px;"/> Date

Application Cover Sheet (Page 2)
21st Century Community Learning Center

1. Total number of students to be served by this project: _____
2. Total number of 21st Century Community Learning Centers program sites/locations: _____

(List below)

Participating School(s)/Grade Level	Accreditation Status	Free/Reduced Lunch Percentage
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Total number of family members to be served by the 21st Century CLC Funds: _____

4. **Total Amount of Grant Funds Requested:** \$_____

Program Types: ✓ all that apply

- | | | |
|--|--|---|
| <input type="checkbox"/> Academic Support/Enrichment | <input type="checkbox"/> Mathematics/Science Activities | <input type="checkbox"/> Music, Arts, and Drama |
| <input type="checkbox"/> Entrepreneurial Programs | <input type="checkbox"/> Remedial Education Activities | <input type="checkbox"/> Parent Involvement |
| <input type="checkbox"/> Tutoring/Mentoring | <input type="checkbox"/> Technology and Telecommunications | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Family Literacy/Education | <input type="checkbox"/> Drug/Violence Prevention, Counseling, Character Education | |
| <input type="checkbox"/> Expanded Library Hours | <input type="checkbox"/> LEP Instruction | <input type="checkbox"/> Truancy Prevention |

Abstract: Summarize the key elements and overall purpose of this grant. (Please limit to this page only.)

Site/Location: _____

Collaboration & Partnership Information
(Complete one sheet for each site that is a part of the proposal)

Name of Each Partner Group/Organization (Name, Address, Phone, Fax and E-mail)	Description of Services and Support to be provided

BUDGET SUMMARY
21st CENTURY COMMUNITY LEARNING CENTER FUNDS

Name of Applicant Agency/Organization				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Evaluation				
8. Professional Development				
9. Other				
10. Total Direct Costs (Lines 1-8)				
11. Indirect Costs (approved rate)				
12. Total Costs (Lines 9-11)				

The Program Narrative: Management Plan/Budget should describe the expenditures listed above. Although matching funds are not required, applicants should include a brief description of in-kind resources being provided towards the implementation of this project.

ASSURANCES

I hereby submit that these assurances and the programs they represent were presented to and approved by the

_____ on _____
(Governing Body/Authority) Date

Superintendent/CEO Date

The _____ (applicant) hereby assures that:

1. The applicant will administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
2. The applicant will adopt and use proper methods of administering 21st CCLC, including:
 - (a) the enforcement of any obligations imposed by law;
 - (b) the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and
 - (c) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
3. The applicant will complete any evaluation of 21st CCLC conducted by or for the Virginia Department of Education (VDOE), the US Secretary of Education or other Federal officials.
4. The applicant will use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with VDOE accounting practices.
5. The applicant will:
 - (a) make reports to the VDOE and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties; and
 - (b) maintain such records, provide such information, and afford access to the records as the VDOE and the Secretary may find necessary to carry out their responsibilities.
6. Before the program application was submitted, the applicant afforded reasonable opportunity for public comment of the application and has considered such comments.
7. The applicant will comply with the Single Audit Act.
8. The applicant will comply with the Civil Rights Act of 1964.
9. The applicant assures that it has described steps to ensure it will make equitable access to and equitable participation in the programs activities to be conducted with such assistance addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (General Education Provision Act (GEPA) Section 472).
10. The applicant will comply with the Stevens amendment.
11. The applicant will comply with the Debarment, Suspension, and Other Responsibility matters regulation (34 CFR 85.110).
12. The applicant will comply with the Americans With Disabilities Act of 1990.
13. The applicant will not utilize any Federal funds to lobby Congress or any Federal agency.
14. The applicant will comply with the Gun-Free Schools Act of 1994.
15. The applicant will comply with the Pro-Children Act of 1994.

APPENDIX

TITLE IV, PART B — 21st Century Community Learning Centers

SEC. 4201. PURPOSE; DEFINITIONS.

(a) PURPOSE- The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that--

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for literacy and related educational development.

(b) DEFINITIONS- In this part:

(1) COMMUNITY LEARNING CENTER- The term 'community learning center' means an entity that--

(A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and

(B) offers families of students served by such center opportunities for literacy and related educational development.

(2) COVERED PROGRAM- The term 'covered program' means a program for which--

(A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

(B) the grant period had not ended on that date of enactment.

(3) ELIGIBLE ENTITY- The term 'eligible entity' means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.

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

SEC. 4202. ALLOTMENTS TO STATES.

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

(1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);

(2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and

`(3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

`(b) STATE ALLOTMENTS-

`(1) DETERMINATION- From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.

`(2) REALLOTMENT OF UNUSED FUNDS- If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this section.

`(c) STATE USE OF FUNDS-

`(1) IN GENERAL- Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.

`(2) STATE ADMINISTRATION- A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for--

`(A) the administrative costs of carrying out its responsibilities under this part;

`(B) establishing and implementing a peer review process for grant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and

supervising the awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

`(3) STATE ACTIVITIES- A State educational agency may use not more than 3 percent of the amount made available to the State under subsection (b) for the following activities:

`(A) Monitoring and evaluation of programs and activities assisted under this part.

`(B) Providing capacity building, training, and technical assistance under this part.

`(C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.

`(D) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards under this part.

`SEC. 4203. STATE APPLICATION.

`(a) IN GENERAL- In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that--

`(1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

`(2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;

`(3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve--

`(A) students who primarily attend--

`(i) schools eligible for schoolwide programs under section 1114; or

`(ii) schools that serve a high percentage of students from low-income families;

and

`(B) the families of students described in subparagraph (A);

`(4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;

`(5) describes how the State educational agency will ensure that awards made under this part are-

`(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and

`(B) in amounts that are consistent with section 4204(h);

`(6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;

`(7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;

`(8) contains an assurance that the State educational agency--

`(A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and

`(B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;

`(9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;

`(10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;

`(11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer school) programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;

`(12) describes the results of the State's needs and resources assessment for before and after school activities, which shall be based on the results of on-going State evaluation activities;

`(13) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum--

`(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and

`(B) public dissemination of the evaluations of programs and activities carried out under this part; and

`(14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

`(b) DEEMED APPROVAL- An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

`(c) DISAPPROVAL- The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.

`(d) NOTIFICATION- If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall--

- `(1) give the State educational agency notice and an opportunity for a hearing; and
- `(2) notify the State educational agency of the finding of noncompliance, and, in such notification, shall--

- `(A) cite the specific provisions in the application that are not in compliance; and
- `(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

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

- `(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or
- `(2) the expiration of the 120-day period described in subsection (b).

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

SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

`(a) IN GENERAL- A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.

`(b) APPLICATION-

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

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

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

- `(i) an assurance that the program will take place in a safe and easily accessible facility;
- `(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and
- `(iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;

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

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

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

`(E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);

`(F) an assurance that the program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students;

`(G) an assurance that funds under this part will be used to increase the level of State,

local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;

`(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;

`(I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

`(J) a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;

`(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;

`(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;

`(M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and

`(N) such other information and assurances as the State educational agency may reasonably require.

`(c) APPROVAL OF CERTAIN APPLICATIONS- The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

`(d) PERMISSIVE LOCAL MATCH-

`(1) IN GENERAL- A State educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.

`(2) SLIDING SCALE- The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account--

`(A) the relative poverty of the population to be targeted by the eligible entity; and

`(B) the ability of the eligible entity to obtain such matching funds.

`(3) IN-KIND CONTRIBUTIONS- Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.

`(4) CONSIDERATION- Notwithstanding this subsection, a State educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.

`(e) PEER REVIEW- In reviewing local applications under this section, a State educational agency shall use a peer review process or other methods of assuring the quality of such applications.

`(f) GEOGRAPHIC DIVERSITY- To the extent practicable, a State educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.

`(g) DURATION OF AWARDS- Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.

`(h) AMOUNT OF AWARDS- A grant awarded under this part may not be made in an amount that is less than \$50,000.

`(i) PRIORITY-

`(1) IN GENERAL- In awarding grants under this part, a State educational agency shall give

priority to applications--

`(A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116; and

`(B) submitted jointly by eligible entities consisting of not less than 1--

`(i) local educational agency receiving funds under part A of title I; and

`(ii) community-based organization or other public or private entity.

`(2) SPECIAL RULE- The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

`SEC. 4205. LOCAL ACTIVITIES.

`(a) AUTHORIZED ACTIVITIES- Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including--

`(1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;

`(2) mathematics and science education activities;

`(3) arts and music education activities;

`(4) entrepreneurial education programs;

`(5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

`(6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;

`(7) recreational activities;

`(8) telecommunications and technology education programs;

`(9) expanded library service hours;

`(10) programs that promote parental involvement and family literacy;

`(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

`(12) drug and violence prevention programs, counseling programs, and character education programs.

`(b) PRINCIPLES OF EFFECTIVENESS-

`(1) IN GENERAL- For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall--

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

`(B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and

`(C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

`(2) PERIODIC EVALUATION-

`(A) IN GENERAL- The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.

`(B) USE OF RESULTS- The results of evaluations under subparagraph (A) shall be--

`(i) used to refine, improve, and strengthen the program or activity, and to refine

the performance measures; and
` (ii) made available to the public upon request, with public notice of such
availability provided.

`SEC. 4206. AUTHORIZATION OF APPROPRIATIONS.

`There are authorized to be appropriated--

- `(1) \$1,250,000,000 for fiscal year 2002;
- `(2) \$1,500,000,000 for fiscal year 2003;
- `(3) \$1,750,000,000 for fiscal year 2004;
- `(4) \$2,000,000,000 for fiscal year 2005;
- `(5) \$2,250,000,000 for fiscal year 2006; and
- `(6) \$2,500,000,000 for fiscal year 2007.

REQUIREMENTS OF GEPA 427

OMB Control No. 1801-0004

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

What Does This Provision Require?

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

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

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

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

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.

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

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

Estimated Burden Statement for GEPA Requirements

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