

# 21<sup>st</sup> Century Community Learning Centers Program

## Application for Grants

CFDA # 84.287

Office of Educational Research and Improvement  
U.S. Department of Education  
Washington, DC 20208-5644

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Website: [www.ed.gov/offices/OERI/21stCCLC](http://www.ed.gov/offices/OERI/21stCCLC)

**Applications Due: March 1, 1999**

Form Approved  
*OMB No. 1850-0711, Exp. Date 11/30/2001*

December 3, 1998

Dear Applicant:

Thank you for your interest in the *21st Century Community Learning Centers Program* (CFDA No. 84.287). The purpose of this program is to provide grants to inner-city and rural schools and school districts, working in close cooperation with community organizations and other educational and youth development agencies, to provide expanded learning opportunities outside of regular school hours for children in a safe and healthy environment.

In early 1998, the U.S. Department of Education's Office of Educational Research and Improvement (OERI) administered the first national competition for 21<sup>st</sup> Century Community Learning Center after-school grants. This competition proved to be one of the most competitive in the history of the Department of Education (ED). Over 5,000 people across the country attended a series of regional "bidders' conferences" co-sponsored by ED and the C.S. Mott Foundation, and ED received nearly 2,000 applications for assistance. On June 17, the President announced the first 99 grants, totaling \$40 million. This fiscal year (FY 1999), the program has received a significant increase in funding, to \$200 million. On November 12, the President announced 183 additional grants, totaling \$60 million, which were made to the highest-rated applicants that were not funded last fiscal year.

Under this competition, the Secretary intends to make approximately 300 new awards, totaling \$100 million. These awards will only be made to inner-city or rural public schools, school districts, or agencies that are considered to be school districts under state law. Because there is neither a statutory nor a regulatory definition of an *inner-city or rural school*, applicants are asked to self-identify and justify the category to which they belong. The Secretary will only fund projects that include, among the array of services required by the statute, activities that offer significant expanded learning opportunities for children and youth in the community. In selecting applicants for funding, the Secretary will give priority to projects that assist students to meet or exceed state and local standards in core academic subjects, and to projects that provide services to Empowerment Zones or Enterprise Communities.

This application package contains all of the forms and instructions necessary to apply for a Fiscal Year 1999 grant under the 21<sup>st</sup> Century Community Learning Centers Program. Please review the enclosed materials and carefully follow the instructions for completing the grant application. The average preparation time for completion of a grant application is 24 hours. Remember to submit your completed application to the Application Control Center; the address is given inside this package.

The closing date for this competition is **March 1, 1999**. Applications must be received or postmarked by that date to be eligible for review. ED requires applicants to submit an original and two copies of an application. However, it has been our experience that the review process can be completed faster if all applicants voluntarily submit an original and four copies of the application package. Upon receipt of your application, the Department's Application Control Center will assign your organization an identification number which will be returned to you via a notification of receipt. Always refer to this number in any further correspondence concerning your application. Applications will be reviewed by panels of experts based on the selection criteria in this package. We anticipate that awards will be announced by May 31, 1999.

Because of the popularity of this program, we expect this year's competition to again be extremely competitive. To ensure that applications are of the highest possible quality, ED and the Mott Foundation will again be hosting a series of regional bidders' workshops. Workshop locations and dates are available on our Website <[www.ed.gov/offices/OERI/21stCCLC](http://www.ed.gov/offices/OERI/21stCCLC)> or by calling 1-800-USA-LEARN. We strongly encourage applicants to consult extensively within their communities to ensure that parents, community organizations, businesses, and other youth development agencies can work in meaningful collaboration with the schools applying to become 21<sup>st</sup> Century Community Learning Centers. The enclosed publication, *Safe and Smart*, describes the characteristics of high-quality after-school programs and provides resources and references which you may consult when preparing an application. Finally, examples of successful applications and information about the 21<sup>st</sup> Century Community Learning Center programs that have already been funded are available on our Website.

If you have any questions or need additional information concerning the program or the application process, the most reliable ways to contact us are by sending e-mail to [21stCCLC@ed.gov](mailto:21stCCLC@ed.gov), by faxing us at 202-219-2198, or by visiting our Website. Additional contact information is also provided in this package.

Sincerely,

Robert M. Stonehill  
Director, State and Local Services Division

# **21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS PROGRAM APPLICATION FOR GRANTS**

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### ***Picture This in Your Community...***

It's 3 o'clock, and excitement is in the air. Instead of heading to an empty home or to the streets, many of the children at Jefferson Junior High School are headed to their *21<sup>st</sup> Century* after-school program. Henrietta and Mike rush off to a meeting to learn tips on tutoring second graders to read better, because tomorrow they will become reading buddies at King Elementary down the street. Another group of students is meeting with the county environmentalist, who is the advisor for an ambitious service learning project involving 25 students from the program. Together with community volunteers and an AmeriCorps member, the students have offered to help clean up the town's polluted river. And, because this activity directly relates to their work in Mrs. Rosenberg's science class, most of these students have noticed that their science grades are going up!

While Henrietta is thinking about science, her friend Gladys—a 9<sup>th</sup> grader who nearly quit school before discovering her theatrical talent—is going to the drama club sponsored by the Girl Scouts. Gladys has a starring role in the Spring musical, and her teachers have noticed that her attendance and attitude towards school have improved considerably. Some students have gone to the nearby YMCA for swimming and others are involved in art and dance classes sponsored by the local community arts organization. Meanwhile, other students are in the homework help center or are working with their America Counts tutors to boost math achievement, and a group in the media center is reading or using the computers. In the teachers' lounge, faculty members from the local college have been working with the Jefferson Junior High staff to encourage some of their brightest and most energetic students to think about careers in teaching. Later in the afternoon, these students will be helping some of the younger Head Start children recognize and pronounce the letters "E" and "M."

At 4 p.m., the students have just had a snack, and Ibrahim and five other students will meet with a Jefferson graduate who is now attending college. Each week, he meets with a small group of students --- his goal is to eventually speak personally with every student in the school -- to discuss the opportunities of having a college education. Students ask questions about college life, how to pay for college, and how they get admitted. Next Wednesday, the group will visit the college. Ibrahim sees his older sister, Maya, and their father going into the Center's computer lab. Maya is working on a slide presentation for her history class, and her father is helping her use the computer to make an exciting graphics presentation. A special mini-course on how to safely use the Internet has improved her research papers and presentations.

It's now 5 o'clock, and some of the parents are taking their children home, but Ms. Shaw, the school principal, is just returning to the Center. She greets Police Officer Myers, who has just finished taking three students on a community "ride-along" and is now heading to the auditorium. There, a group of parents and teachers is sponsoring a community discussion about alcohol and drug abuse prevention, and they are expecting a big crowd. Aijun, Bill, and Maria rush to tell Ms. Shaw that the Chess Club won the district championship, and will be competing next month in the regional tournament. Ms. Shaw makes a mental note to announce this at Saturday's advisory council meeting. The council--which includes after-school staff, teachers, parents, students, and representatives from the 4-H, Boys and Girls Club, the Girl Scouts, the YMCA, the police department, and local businesses--will be discussing how they can increase the number of volunteer tutors in the Center's reading and math programs, and how they can expand the Center's fine arts program, which has proven more popular than anyone expected.

It's now 6 in the evening, and Ibrahim's mother will soon arrive for her English as a second language class, which runs until 7 p.m. Although it's getting dark outside, the lights of the school are still shining brightly on a neighborhood once characterized by high unemployment, low student achievement and high dropout rates, and discipline, violence and drug problems. The neighborhood is undergoing a transformation, and Jefferson Junior High School has become a hub of learning, recreation and community involvement for the neighborhood's children and adults alike.

**It has become a *21<sup>st</sup> Century Community Learning Center***

## **What is the 21st Century Community Learning Centers Program?**

The 21<sup>st</sup> Century Community Learning Centers Program was established by Congress to award grants to rural and inner-city public schools, or consortia of such schools, to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community. School-based learning centers can provide safe, drug-free, supervised and cost-effective after-school, weekend or summer havens for children, youth and their families. Grants awarded under this program may be used to plan, implement, or expand community learning centers.

The authorizing legislation states that schools “should collaborate with other public and nonprofit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, and other community and human service entities, for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by such schools.” By statute, applications must include “a description of the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations.”

The program is designed to target funds to high-need rural and urban communities that have low achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after-school centers.

## **What is the definition of a 21<sup>st</sup> Century Community Learning Center?**

A Community Learning Center is an entity *within a public elementary, middle or secondary school building* that (1) provides educational, recreational, health, and social service programs for residents of all ages within a local community, and (2) is operated by a local educational agency (LEA) in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities. An LEA--usually synonymous with a school district--is an entity defined under state law as being legally responsible for providing public education to elementary and secondary students. In some states this may include an entity performing a service function for public schools, such as an intermediate service agency. The full definition of this term is set out in Section 14101(18) of the Elementary and Secondary Education Act (20 U.S.C. 8801(18)).

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

*Safe and Smart*, a publication produced by the Departments of Education and Justice, describes recent research on the effects of high-quality after-school programs, and provides an analysis of characteristics that appear to be common to those programs. Typically, high-quality programs can demonstrate:

- Goal setting and strong management;
- Quality after-school staffing;
- Low staff/student ratios;

- Attention to safety, health, and nutrition issues;
- Strong involvement of families;
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups;
- Coordinating learning with regular school day;
- Linkages between school-day teachers and after-school personnel; and
- Evaluation of program progress and effectiveness.

The full text of *Safe and Smart* is contained in the appendix to this application package, and applicants are strongly encouraged to consult it to better understand what recent research says, to review descriptions of successful programs and to understand the range of services they can provide, and to better understand how careful design and community collaboration can lead to high-quality programs.

### **Who is eligible to receive grants?**

Rural or inner-city public elementary, middle, or secondary schools, consortia of such schools, or LEAs applying on their behalf, are eligible to receive a grant under the 21<sup>st</sup> Century Community Learning Centers Program. Grants must be administered by the public schools, and 21<sup>st</sup> Century Community Learning Centers must, by statutory definition, be located in public schools. Applicants must demonstrate that they meet the statutory program purpose as being either a “rural” or “inner-city” school or a consortium of those schools.

### **Can other public and private agencies and organizations participate in this program?**

Yes. Public schools applying for these grants are strongly encouraged to collaborate with other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges or universities), recreational, cultural, and other community service entities. By statute, applicants are required to describe in their applications “the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations.” For instance, community-based organizations may receive a contract from a grantee to provide after-school services at the Community Learning Center. **However, only public schools or LEAs can receive or administer a grant.**

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

Time period. By statute, a 21<sup>st</sup> Century Community Learning Center grant cannot exceed three years.

Size of grants. By statute, the Department will not consider for funding any application that requests less than \$35,000.

[Note: In 1998, the average grant size was approximately \$365,000 and the typical grant supported three Centers, at an average cost per Center of approximately \$125,000. Annual costs per Center ranged from \$35,000 to \$200,000, depending on the array of proposed activities and the availability of additional resources. An LEA with more than one school seeking to participate in this program is encouraged to submit a single application on their behalf, although large LEAs may consider submitting more than one application, e.g., separate applications for school clusters in different neighborhoods.]

**Number of grants.** The amount of available funds in FY 1999 for new awards under this Program is approximately \$100 million. It is estimated that 300 new grants – supporting a total of approximately 900 Centers – will be awarded. However, the actual number of grants and Centers will depend upon the characteristics of the programs described in the highest-rated applications.

### **What regulations apply to this program?**

The following regulations are applicable to the 21<sup>st</sup> Century Community Learning Centers Program: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 75, 77, 79, 80, 81, 82, 85, and 86, and (b) 34 CFR Part 299.

### **What kinds of program activities are required?**

To receive a grant under this program, applicants must provide services that address the Secretary's absolute priority and must address at least four of the program activities stated in the law, as described below:

**Absolute Priority:** The Secretary will fund only those applications for 21<sup>st</sup> Century Community Learning Centers grants that include, among the array of services required and authorized by the statute, *activities that offer significant expanded learning opportunities for children and youth in the community and that contribute to reduced drug use and violence.*

**Program Activities:** (1) Literacy education programs; (2) Senior citizen programs; (3) Children's day care services; (4) Integrated education, health, social service, recreational, or cultural programs; (5) Summer and weekend school programs in conjunction with recreation programs; (6) Nutrition and health programs; (7) Expanded library service hours to serve community needs; (8) Telecommunications and technology education programs for individuals of all ages; (9) Parenting skills education programs; (10) Support and training for child day care providers; (11) Employment counseling, training, and placement; (12) Services for individuals who leave school before graduating from secondary school, regardless of the age of such individual; and (13) Services for individuals with disabilities.

Applicants should propose an array of *inclusive* and *supervised services* that include extended learning opportunities (such as enriched instruction, tutoring, or homework assistance) but may also include safety and substance-abuse avoidance programs, recreational, musical and artistic activities, and opportunities to use advanced technology, particularly for those children who do not have access to computers or telecommunications at home. Applicants are also reminded of



their obligation under section 504 of the Rehabilitation Act to ensure that their proposed after-school program is accessible to persons with disabilities.

### **What priorities apply to this competition?**

Two competitive priorities will apply to this competition:

Competitive Priority 1: The Secretary will award up to five (5) points, in addition to any points the application earns under the selection criteria, to projects that assist students to meet or exceed State and local standards in core academic subjects such as reading, mathematics or science, as appropriate to the needs of the participating children.

Competitive Priority 2: The Secretary will give preference to applications that will use a significant portion of the program funds to address substantial problems in an Empowerment Zone, including a Supplemental Empowerment Zone, or an Enterprise Community designated by the United States Department of Housing and Urban Development or the United States Department of Agriculture. The Secretary selects an application that meets this competitive preference over an application of comparable merit that does not.

### **What selection criteria will apply to this competition?**

The Secretary will use five (5) criteria to evaluate applications for funding. The relative weights for each criterion are indicated in parentheses. In addition, the Secretary proposes to give up to five (5) additional points if the competitive priority is addressed in an application (for a maximum of 105 points).

(1) Need for project. (30 points)

(A) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(2) Quality of project design. (30 points)

(A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(B) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(C) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

(3) Adequacy of resources. (15 points)

(A) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(B) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(4) Quality of the management plan. (15 points)

(A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(B) 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.

(5) Quality of Project Evaluation. (10 points)

(A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Competitive Priority 1. (5 points)

Projects designed to assist students to meet or exceed state and local standards in core academic subjects such as reading, mathematics or science, as appropriate to the needs of the participating children.

### **The Government Performance and Results Act.**

The Government Performance and Results Act (GPRA) of 1993 places new management requirements on Federal agencies, which must describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants.

The goal of the 21<sup>st</sup> Century Community Learning Centers Program is to enable rural and inner-city public elementary and secondary schools, or consortia or such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of their communities. **The objectives for the Program's projects, along with the performance indicators established to measure the Program's effectiveness in meeting its goals, are included in the appendix to this application package.** Projects are required to submit data on relevant performance indicators as part of their annual and final performance reports to the U.S. Department of Education. Projects are also required to participate in any national evaluations that the Department may conduct of the Program.

A strong evaluation plan should be included in each 21<sup>st</sup> Century Community Learning Centers Grant application that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives and performance indicators established under GPRA for the 21st Century Community Learning Centers Program, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. More specifically, the plan should identify the individual and/or organization that has agreed to serve as evaluator for the project and describe his/her qualifications. 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).

### **How do I prepare an application for a 21st Century Community Learning Centers Grant?**

Carefully read the entire application package before beginning to prepare an application. The application package clearly identifies who is eligible to apply under this competition, what applicants must propose to do, what must be contained in an application, and what criteria will be used to evaluate applications. Copies of the authorizing statute as well as supplementary materials describing the components of high-quality after-school programs and Community Learning Centers are provided in the Appendix to this application package.

A completed application must contain the following sections, in the order provided below. Copies of all forms discussed in the following section are provided in the “Required Forms” part of this document.

1. **Cover Page.** Use ED Form 424 (Application for Federal Assistance).
2. **Program Summary and Abstract.** The abstract should briefly describe the community needs being addressed, including the numbers and types of participants to be served, the objectives and the activities proposed to meet them, and the intended outcomes.
3. **Table of Contents.** Include a one-page table of contents.
4. **Program Narrative.** **Applicants are strongly encouraged to limit the application narrative to no more than 20 double-spaced, standard-type pages.** In previous competitions, reviewers have found that applicants can successfully describe their programs within this limit. In preparing the Program Narrative, applicants should clearly keep in mind the selection criteria that will be used to evaluate applications, and ensure that each of these criteria are addressed. Section §8244 of the statute describes some additional information which applicants must address in their applications. See the statute, which is provided in the Appendix of this application package, for a complete description of these application requirements.

5. **Budget and Budget Narrative.** Use the enclosed ED Form 524 (Budget Information — Non-Construction Programs) to provide a complete budget summary **for each year of the project**. Please provide a **brief** narrative that explains: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the cost of evaluation; and (4) a detailed description explaining in-kind support or funding provided by partners in the project, if any. NOTE: Budgets must include funds for at least two project staff members to attend a two-day annual meeting of the 21<sup>st</sup> Century Community Learning Centers Program in Washington, DC, each year of the project. Funds to cover travel and per diem expenses for at least one staff member *for each Center* proposed in the application must also be set aside to support two additional training or program activities for each year of the project.

6. **Assurances and Required Forms.** Each of the forms and assurances provided in the “Required Forms” section must be completed and included in the application.

7. **Appendix.** Each application should be accompanied by an appendix, which is limited to the following:

1. A list of consortium members or partners. List all consortia members or partners, contact persons, addresses, telephone numbers and fax numbers. Letters of commitment should be included in this section of the Appendix to clearly document the role and contribution of each member.
2. Evidence of previous success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the consortium or the activities/services proposed in the narrative section of the application.
3. Equitable Access and Participation. Section 427 requires every 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. Detailed instructions about how an applicant may comply with these requirements is provided in the Appendix to this application package.

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

## **How do I submit an application?**

The deadline for transmitting applications is **March 1, 1999**. All applications must be postmarked on or before that date. This closing date and procedures for guaranteeing timely submission will be strictly observed. No supplemental or revised information from applicants will be accepted after the closing date, or after an application has been submitted. Applications delivered by hand before the deadline date will be accepted daily between the hours of 8:00 a.m. and 4:00 p.m., Eastern Time, except Saturdays, Sundays and Federal holidays.

*All applicants are encouraged to submit one signed original and four additional copies of the entire application, beginning with the Cover Page.* Applicants are also encouraged to submit all copies of the application together in one package, to ensure that the Application Control Center does not log in the same application more than once.

**Applications submitted by mail** should be sent to the following address:

21<sup>st</sup> Century Community Learning Centers  
Attn: CFDA No. 84.287  
U.S. Department of Education  
Application Control Center  
Regional Office Building 3, Room 3633  
7th & D Streets, SW  
Washington, DC 20202-4725

(Note: the telephone number for the Application Control Center is 202-708-8493)

To prove that an application was transmitted in a timely manner, an application must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office. Applicants are encouraged to use registered or at least first class mail.

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

**Applications delivered by hand or by courier service** must be taken to the U.S. Department of Education, Application Control Center, Room 3633, U. S. Department of Education, Regional Office Building 3, 7th and D Streets, SW (**D Street, SW, Entrance**), Washington, DC 20202-4725. The Application Control Center will accept deliveries between 8:00 am., and 4:00 pm, EST, daily except Saturdays, Sundays, and Federal holidays.

Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building. In order for an application sent through a courier service to be considered timely, the courier service must be in receipt of the application on or before the closing date.

All applicants submitting applications in a timely manner will receive a **Grant Application Receipt Acknowledgment**. If you fail to receive a notification of application receipt within fifteen (15) days from the closing date, call the Application Control Center at (202) 708-8493.

### **How can I get further information?**

The quickest and most reliable way to get additional information about this program is by sending an e-mail inquiry to 21stCCLC@ed.gov. Applicants are also encouraged to periodically check the program's Website ([www.ed.gov/offices/OERI/21stCCLC](http://www.ed.gov/offices/OERI/21stCCLC)) for new information or resources that can be useful in helping applicants to prepare high-quality applications, such as copies of selected winning 1998 applications or notices of regional technical assistance workshops. You may also call or write Amanda Clyburn (phone 202-219-2180; e-mail [amanda\\_clyburn@ed.gov](mailto:amanda_clyburn@ed.gov)) or Steve Balkcom (phone 202-219-2089; e-mail [stephen\\_balkcom@ed.gov](mailto:stephen_balkcom@ed.gov)) at the U.S. Department of Education, Office of Educational Research and Improvement, 555 New Jersey Avenue, NW, Washington, DC 20208-5644.

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Services (FIRS) at 1-800-877-8339 between 8:00 am and 8:00 pm, Eastern Time, Monday through Friday.

The Department provides information about grants and contract opportunities electronically in several ways:

|                                              |                                                             |                  |
|----------------------------------------------|-------------------------------------------------------------|------------------|
| ED Internet Home Page                        | <a href="http://www.ed.gov">http://www.ed.gov</a>           | (WWW address)    |
|                                              | <a href="gopher://gopher.ed.gov">gopher://gopher.ed.gov</a> | (Gopher address) |
| Office of the Chief Financial Officer (OCFO) | <a href="http://ocfo.ed.gov">http://ocfo.ed.gov</a>         | (WWW address)    |
|                                              | <a href="http://gcs.ed.gov">http://gcs.ed.gov</a>           | (WWW address)    |

Information about the Department's funding opportunities, including copies of application notices for other discretionary grant competitions, can also be viewed on the Department's electronic bulletin board (connect by modem to 202-260-9950). However, the official application notice for a discretionary grant competition is the notice published in the **Federal Register**.

# Required Forms

ED Form 424 and instructions\*

Program Summary and Abstract

ED Form 524 and instructions

Assurances - Non-Construction Programs

Certification Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters;  
Drug-Free Workplace Requirements

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—  
Lower Tier Covered Transactions

Disclosure of Lobbying Activities

Intergovernmental Review--Executive Order 12372

All of the forms listed above are available at: <<http://ocfo.ed.gov/grntinfo/appforms.htm>>. If your printer is unable to print the formats of the ED forms, you can print them directly off the web site instead.

\*ED Form 424 is available on the Internet at: <<http://ocfo.ed.gov/grntinfo/appforms/ed424.pdf>>. [If you do not have access to this web site, please fax your request for the ED Form 424 to (202) 219-2198. Please be sure to include your return fax number and/or mailing address.]

## **PROGRAM SUMMARY AND ABSTRACT**

**Name and address of applicant:**

**Contact information:**

Name:

Title:

Phone:

Fax:

e-mail:

**Program title:**

**This program will serve (insert number):** \_\_\_\_\_ rural public schools \_\_\_\_\_ inner city public schools

**The applicant intends to provide services within the following Empowerment Zone or Enterprise Community (identify if applicable):**

**Please provide the name of each school that will have a Community Learning Center:**

**In the schools to be served (please provide the totals for all schools):**

Number of students served \_\_\_\_\_ Community members served \_\_\_\_\_ Grade levels served \_\_\_\_\_

Students who are: eligible for free or reduced-price lunch \_\_\_\_\_ % Limited English proficient \_\_\_\_\_ %

**Program Abstract** (single-spaced on remainder of page)





U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Control No. 1880--0538

Expiration Date: 10/31/99

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1."  
Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         |                       |                       |                       |                       |                       |              |
| 2. Fringe Benefits                   |                       |                       |                       |                       |                       |              |
| 3. Travel                            |                       |                       |                       |                       |                       |              |
| 4. Equipment                         |                       |                       |                       |                       |                       |              |
| 5. Supplies                          |                       |                       |                       |                       |                       |              |
| 6. Contractual                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             |                       |                       |                       |                       |                       |              |
| 9. Total Direct Costs<br>(lines 1-8) |                       |                       |                       |                       |                       |              |
| 10. Indirect Costs                   |                       |                       |                       |                       |                       |              |
| 11. Training Stipends                |                       |                       |                       |                       |                       |              |
| 12. Total Costs<br>(lines 9-11)      |                       |                       |                       |                       |                       |              |

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1."  
Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

| Budget Categories                       | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | <b>Total<br/>(f)</b> |
|-----------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| 1. Personnel                            |                       |                       |                       |                       |                       |                      |
| 2. Fringe Benefits                      |                       |                       |                       |                       |                       |                      |
| 3. Travel                               |                       |                       |                       |                       |                       |                      |
| 4. Equipment                            |                       |                       |                       |                       |                       |                      |
| 5. Supplies                             |                       |                       |                       |                       |                       |                      |
| 6. Contractual                          |                       |                       |                       |                       |                       |                      |
| 7. Construction                         |                       |                       |                       |                       |                       |                      |
| 8. Other                                |                       |                       |                       |                       |                       |                      |
| 9. Total Direct Costs<br>(lines 1-8)    |                       |                       |                       |                       |                       |                      |
| 10. Indirect Costs                      |                       |                       |                       |                       |                       |                      |
| 11. Training Stipends                   |                       |                       |                       |                       |                       |                      |
| <b>12. Total Costs<br/>(lines 9-11)</b> |                       |                       |                       |                       |                       |                      |

**SECTION C - OTHER BUDGET INFORMATION (see instructions)**

Public reporting burden for this collection of information is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and the Office of Management and Budget, Paperwork Reduction Project 1875-0102, Washington, D.C. 20503.

## INSTRUCTIONS FOR ED FORM NO. 524

### General Instructions

This form is used to apply to individual U.S. Department of Education discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached.

### Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

**Lines 1-11, columns (a)-(e):** For each project year for which funding is requested, show the total amount requested for each applicable budget category.

**Lines 1-11, column (f):** Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

**Line 12, columns (a)-(e):** Show the total budget request for each project year for which funding is requested.

**Line 12, column (f):** Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

### Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

**Lines 1-11, columns (a)-(e):** For each project year for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

**Lines 1-11, column (f):** Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

**Line 12, columns (a)-(e):** Show the total matching or other contribution for each project year.

**Line 12, column (f):** Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

### Section C - Other Budget Information Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, by project year, for each budget category listed in Sections A and B.
2. If applicable to this program, enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period. In addition, enter the estimated amount of the base to which the rate is applied, and the total indirect expense.
3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. Provide other explanations or comments you deem necessary.

**ASSURANCES – NON-CONSTRUCTION PROGRAMS**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

**As the duly authorized representative of the applicant I certify that the applicant:**

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO

- 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq) related to protecting components or potential components of the national wild and scenic rivers system.
  13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
  14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
  15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
  16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
  17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.
  18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

|                                             |       |                |
|---------------------------------------------|-------|----------------|
| Signature of Authorized Certifying Official | Title |                |
| Applicant Organization                      |       | Date Submitted |

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## CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted-

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

|                                                     |                                       |
|-----------------------------------------------------|---------------------------------------|
| NAME OF APPLICANT                                   | PR/AWARD NUMBER AND / OR PROJECT NAME |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE |                                       |
| SIGNATURE                                           | DATE                                  |

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C 1352  
(See reverse for public burden disclosure.)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                              |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <div>1. <input type="checkbox"/> <b>Type of Federal Action:</b><br/>a. contract<br/>b. grant<br/>c. cooperative agreement<br/>d. loan<br/>e. loan guarantee<br/>f. loan insurance</div>                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <div>2. <input type="checkbox"/> <b>Status of Federal Action:</b><br/>a. bid/offer/application<br/>b. initial award<br/>c. post-award</div> |                                                                                                                                                                                                                                                                                                                                                | <div>3. <input type="checkbox"/> <b>Report Type:</b><br/>a. initial filing<br/>b. material change<br/><br/><b>For Material Change Only:</b><br/>year _____ quarter _____<br/>date of last report _____</div> |  |
| <div>4. <b>Name and Address of Reporting Entity:</b><br/><input type="checkbox"/> Prime                      <input type="checkbox"/> Subawardee<br/>Tier _____, if known:<br/><br/><b>Congressional District, if known:</b></div>                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                             | <div>5. <b>If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b><br/><br/><b>Congressional District, if known:</b></div>                                                                                                                                                                                             |                                                                                                                                                                                                              |  |
| <div>6. <b>Federal Department/Agency:</b></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                             | <div>7. <b>Federal Program Name/Description:</b><br/><br/>CFDA Number, if applicable: _____</div>                                                                                                                                                                                                                                              |                                                                                                                                                                                                              |  |
| <div>8. <b>Federal Action Number, if known:</b></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                             | <div>9. <b>Award Amount, if known:</b><br/><br/>\$ _____</div>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                              |  |
| <div>10. <b>a. Name and Address of Lobbying Entity Registrant</b><br/>(if individual, last name, first name, MI):</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                             | <div><b>b. Individuals Performing Services</b> (including address if different from No. 10a)<br/>(last name, first name, MI):</div>                                                                                                                                                                                                            |                                                                                                                                                                                                              |  |
| <div>11. <b>Amount of Payment</b> (check all that apply):<br/><br/>\$ _____      <input type="checkbox"/> actual      <input type="checkbox"/> planned</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                             | <div>13. <b>Type of Payment</b> (Check all that apply):<br/><br/><input type="checkbox"/> a. retainer<br/><input type="checkbox"/> b. one-time fee<br/><input type="checkbox"/> c. commission<br/><input type="checkbox"/> d. contingent fee<br/><input type="radio"/> e. deferred<br/><input type="checkbox"/> f. other; specify: _____</div> |                                                                                                                                                                                                              |  |
| <div>12. <b>Form of Payment</b> (check all that apply):<br/><br/><input type="checkbox"/> a. cash<br/><input type="checkbox"/> b. in-kind; specify: nature _____<br/>value _____</div>                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                              |  |
| <div>14. <b>Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment Indicated in Item 11:</b><br/><br/><div>(attach Continuation Sheet(s) SF-LLL-A, if necessary)</div></div>                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                              |  |
| <div>15. <b>Continuation Sheet(s) SF-LLL attached:</b>      <input type="checkbox"/> Yes      <input type="checkbox"/> No</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                              |  |
| <div>16. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</div> |  |                                                                                                                                             | <div>Signature: _____<br/>Print Name: _____<br/>Title: _____<br/>Telephone No.: _____ Date: _____</div>                                                                                                                                                                                                                                        |                                                                                                                                                                                                              |  |
| <div>Federal Use Only</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                             | <div>Authorized for Local Reproduction<br/>Standard Form - LLL</div>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                              |  |



## **Intergovernmental Review of Federal Programs – Executive Order 12372**

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79. The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State follows. In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 6213, 600 Independence Avenue, SW., Washington, DC 20202-0124.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

**PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.**

## **STATE SINGLE POINTS OF CONTACT**

**Note:** In accordance with Executive Order #12372, this listing represents the designated State Single Points of Contact. Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact.

### **ARIZONA**

Joni Saad  
Arizona State Clearinghouse  
3800 N. Central Avenue  
Fourteenth Floor  
Phoenix, Arizona 85012  
Telephone: (602) 280-1315  
FAX: (602) 280-8144

### **ARKANSAS**

Mr. Tracy L. Copeland  
Manager, State Clearinghouse  
Office of Intergovernmental Services  
Department of Finance and Administration  
1515 W. 7th Street, Room 412  
Little Rock, Arkansas 72203  
Telephone: (501) 682-1074  
FAX: (501) 682-5206

### **CALIFORNIA**

Grants Coordinator  
Office of Planning & Research  
1600 Ninth Street, Room 250  
Sacramento, California 95814  
Telephone: (916) 327-9281  
FAX: (916) 322-1025

### **DELAWARE**

Francine Booth  
State Single Point of Contact  
Executive Department  
Office of the Budget  
Thomas Collins Building  
P.O. Box 1401  
Dover, Delaware 19903  
Telephone: (302) 739-3326  
FAX: (302) 739-5661

### **INDIANA**

### **DISTRICT OF COLUMBIA**

Charles Nichols  
State Single Point of Contact  
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**Note:** This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Donna Rivelli (Telephone (202) 395-5858) at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. The list is also published biannually in the Catalog of Federal Domestic Assistance.

## APPLICATION CHECKLIST

**One original and four copies of the application are due by March 1, 1999!**

**A complete application must include:**

- ☐ The *Application for Federal Assistance* (ED Form 424), completed according to the instructions and signed by an authorized official (page 1)
- ☐ The *Program Summary and Abstract* (page 2 - one page maximum)
- ☐ The *Table of Contents* (page 3)
- ☐ The *Program Narrative* (no more than 20 pages double-spaced)
- ☐ The *Budget* (ED Form 524) and brief *Budget Narrative*
- ☐ The required assurances, certifications and disclosure forms, including:
  - Assurances - Non-Construction Programs (Form OMB 424B)
  - The certification regarding lobbying; debarment, suspension and other responsibility matters; and drug-free workplace requirements (Form ED-80-0013)
  - The certification regarding debarment, suspension, ineligibility and voluntary exclusion-lower tier covered transactions (Form ED-80-0014)
  - Disclosure of lobbying activities (Form LLL)
  - If you are in a state that complies with Executive Order 12372, you must submit your application to the State Single Point of Contact and obtain clearance by May 1, 1999.
- ☐ The *Appendix*, providing only a list of consortium members or partners and letters of support or commitment; evidence of previous success (if applicable); and proposed steps to ensure equitable access and participation.

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

## **Appendix**

- I. The Statute
- II. Requirements of GEPA 427
- III. List of Empowerment Zones and Enterprise Communities
- IV. Performance Indicators
- V. *Safe and Smart: Making the After-school Hours Work for Kids*

**UNITED STATES CODE ANNOTATED**  
**TITLE 20. EDUCATION**  
**CHAPTER 70--STRENGTHENING AND IMPROVEMENT OF ELEMENTARY AND**  
**SECONDARY SCHOOLS**  
**SUBCHAPTER X--PROGRAMS OF NATIONAL SIGNIFICANCE**  
**PART I--21st CENTURY COMMUNITY LEARNING CENTERS**

**§ 8241. Short title**

This part may be cited as the "21st Century Community Learning Centers Act."

**§ 8242. Findings**

The Congress finds that--

(1) a local public school often serves as a center for the delivery of education and human resources for all members of a community;

(2) public schools, primarily in rural and inner city communities, should collaborate with other public and nonprofit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, and other community and human service entities, for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by such schools;

(3) by using school facilities, equipment, and resources, communities can promote a more efficient use of public education facilities, especially in rural and inner city areas where limited financial resources have enhanced the necessity for local public schools to become social service centers;

(4) the high technology, global economy of the 21st century will require lifelong learning to keep America's workforce competitive and successful, and local public schools should provide centers for lifelong learning and educational opportunities for individuals of all ages; and

(5) 21st Century Community Learning Centers enable the entire community to develop an education strategy that addresses the educational needs of all members of local communities.

**§ 8243. Program authorization**

**(a) Grants by Secretary**

The Secretary is authorized, in accordance with the provisions of this part, to award grants to rural and inner-city public elementary or secondary schools, or consortia of such schools, to enable such schools or consortia to plan, implement, or to expand projects that benefit the educational, health, social service, cultural, and recreational needs of a rural or inner-city community.

**(b) Equitable distribution**

In awarding grants under this part, the Secretary shall assure an equitable distribution of assistance among the States, among urban and rural areas of the United States, and among urban and rural areas of a State.

**(c) Grant period**

The Secretary shall award grants under this part for a period not to exceed 3 years.

**(d) Amount**

The Secretary shall not award a grant under this part in any fiscal year in an amount less than \$35,000.



#### **§ 8244. Application required**

##### **(a) Application**

To be eligible to receive a grant under this part, an elementary or secondary school or consortium shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably prescribe. Each such application shall include-

(1) a comprehensive local plan that enables the school or consortium to serve as a center for the delivery of education and human resources for members of a community;

(2) an evaluation of the needs, available resources, and goals and objectives for the proposed project in order to determine which activities will be undertaken to address such needs; and

(3) a description of the proposed project, including--

(A) a description of the mechanism that will be used to disseminate information in a manner that is understandable and accessible to the community;

(B) identification of Federal, State, and local programs to be merged or coordinated so that public resources may be maximized;

(C) description of the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations;

(D) a description of how the school or consortium will serve as a delivery center for existing and new services, especially for interactive telecommunication used for education and professional training; and

(E) an assurance that the school or consortium will establish a facility utilization policy that specifically states-

(i) the rules and regulations applicable to building and equipment use; and

(ii) supervision guidelines.

##### **(b) Priority**

The Secretary shall give priority to applications describing projects that offer a broad selection of services which address the needs of the community.

#### **§ 8245. Uses of funds**

Grants awarded under this part may be used to plan, implement, or expand community learning centers which include not less than four of the following activities:

(1) Literacy education programs.

(2) Senior citizen programs.

(3) Children's day care services.

(4) Integrated education, health, social service, recreational, or cultural programs.

(5) Summer and weekend school programs in conjunction with recreation programs.

(6) Nutrition and health programs.

(7) Expanded library service hours to serve community needs.

(8) Telecommunications and technology education programs for individuals of all ages.

(9) Parenting skills education programs.

(10) Support and training for child day care providers.

(11) Employment counseling, training, and placement.

(12) Services for individuals who leave school before graduating from secondary school, regardless of the age of such individual.

(13) Services for individuals with disabilities.

**§ 8246. "Community learning center" defined**

For the purpose of this part, the term "community learning center" means an entity within a public elementary or secondary school building that--

(1) provides educational, recreational, health, and social service programs for residents of all ages within a local community; and

(2) is operated by a local educational agency in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities.

**§ 8247. Authorization of appropriations**

There are authorized to be appropriated \$20,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, to carry out this part.

## Requirements of GEPA 427

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

### **NOTICE TO ALL APPLICANTS**

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

#### ***To Whom Does This Provision Apply?***

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

#### ***What Does This Provision Require?***

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

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

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

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

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

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

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

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

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

### **Estimated Burden Statement for GEPA Requirements**

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

## **EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES**

### **Empowerment Zones (EZ) (\* *Denotes rural designée*)**

**California:** Los Angeles, Oakland

**Georgia:** Atlanta

**Illinois:** Chicago

**Kentucky:** Kentucky Highlands\*

**Maryland:** Baltimore

**Massachusetts:** Boston

**Michigan:** Detroit

**Mississippi:** Mid-Delta\*

**Missouri/Kansas:** Kansas City, Kansas City

**New York:** Harlem, Bronx

**Ohio:** Cleveland

**Pennsylvania/New Jersey:** Philadelphia, Camden

**Texas:** Houston, Rio Grande Valley\*

### **Enterprise Communities (EC) (\* *Denotes rural designée*)**

**Alabama:** Birmingham, Chambers County\*, Greene, Sumter Counties\*

**Arizona:** Arizona Border\*, Phoenix

**Arkansas:** East Central\*, Mississippi County\*, Pulaski County

**California:** Imperial County\*, Los Angeles, Huntington Park, San Diego, San

Francisco, Bayview, Hunter's Point, Watsonville\*

**Colorado:** Denver

**Connecticut:** Bridgeport, New Haven

**Delaware:** Wilmington

**District of Columbia:** Washington

**Florida:** Jackson County\*, Tampa, Miami, Dade County

**Georgia:** Albany, Central Savannah\*, Crisp, Dooley Counties\*

**Illinois:** East St. Louis, Springfield

**Indiana:** Indianapolis

**Iowa:** Des Moines

**Kentucky:** Louisville

**Louisiana:** Northeast Delta\*, Macon Ridge\*, New Orleans, Ouachita Parish

**Massachusetts:** Lowell, Springfield

**Michigan:** Five Cap\*, Flint, Muskegon

**Minnesota:** Minneapolis, St. Paul

**Mississippi:** Jackson, North Delta\*

**Missouri:** East Prairie\*, St. Louis

**Nebraska:** Omaha

**Nevada:** Clarke County, Las Vegas

**New Hampshire:** Manchester

**New Jersey:** Newark

**New Mexico:** Albuquerque and Moro, Rio Arriba, Taos Counties\*

**New York:** Albany, Schenectady, Troy, Buffalo, Newburgh, Kingston,  
Rochester

**North Carolina:** Charlotte and Halifax, Edgecombe and Wilson Counties\*,  
Robeson County\*

**Ohio:** Akron, Columbus, Greater Portsmouth\*

**Oklahoma:** Choctaw and McCurtain Counties\*, Oklahoma City

**Oregon:** Josephine\*, Portland

**Pennsylvania:** Harrisburg, Lock Haven\*, Pittsburgh

**Rhode Island:** Providence

**South Carolina:** Charleston, Williamsburg County\*

**South Dakota:** Beadle, Spink Counties\*

**Tennessee:** Fayette, Haywood Counties\*, Memphis, Nashville

**Tennessee/Kentucky:** Scott, McCreary Counties\*

**Texas:** Dallas, El Paso, San Antonio, Waco

**Utah:** Ogden

**Vermont:** Burlington

**Virginia:** Accomack\*, Norfolk

**Washington:** Lower Yakima\*, Seattle, Tacoma

**West Virginia:** Huntington, McDowell\*, West Central\*

**Wisconsin:** Milwaukee

## 21<sup>st</sup> Century Community Learning Centers – Performance Indicators

**Goal:** To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of their communities.

### Benefits of Services

| Objectives                                                                                                                                                                     | Indicators                                                                                                                                                                                                                                                                                                                                                                                                   | Source and Next Update                                                       | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Participants in 21<sup>st</sup> Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.</b> | <b>1.1 Achievement.</b> Beginning in 2000, Centers will report continuous improvement in achievement among students participating in reading and mathematics activities. <i>Baseline data not available—grants awarded in July 1998.</i>                                                                                                                                                                     | <b>1.1</b> Grantee reports, annual, 2000; planned external evaluation, 2000. | Supports ED Strategic Plan Objectives 2.2 and 2.3 by: <ul style="list-style-type: none"> <li>Establishing absolute priority for programs that offer expanded learning opportunities.</li> <li>Establishing competitive preference for programs that provide services in core subjects such as reading, mathematics or science.</li> <li>Establishing training and technical assistance opportunities for grantees to ensure quality of implemented programs.</li> </ul> |
|                                                                                                                                                                                | <b>1.2 Student outcomes and behaviors.</b> Beginning in 2000, Centers will report that more than 75% of students participating in the program for at least 2 years show improvements on measures such as grades, attendance, taking of advanced or challenging courses and enriched learning activities, and decreased disciplinary actions. <i>Baseline data not available—grants awarded in July 1998.</i> | <b>1.2</b> Grantee reports, annual, 2000; planned external evaluation, 2000. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                | <b>1.3 Student reports.</b> More than 75 percent of students participating in Center programs report them to be beneficial, enjoyable and of high quality. <i>Baseline data not available—grants awarded in July 1998.</i>                                                                                                                                                                                   | <b>1.3</b> Grantee reports, annual, 2000; planned external evaluation, 2000. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



| <b>Goal: To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of their communities.</b> |                                                                                                                                                                                                                                                   |                                    |                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Services that Meet Broad Community Needs</b>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |                                    |                                                                                                                                                                                                                                                                                                                                                                |
| Objectives                                                                                                                                                                                                                                                            | Indicators                                                                                                                                                                                                                                        | Source and Next Update             | Strategies                                                                                                                                                                                                                                                                                                                                                     |
| <b>2. 21<sup>st</sup> Century Community Learning Centers will offer a range of high-quality educational, developmental and recreational services.</b>                                                                                                                 | 2.1 <b>Core educational services.</b> More than 85% of Centers will offer services in core academic areas, e.g. reading and literacy, mathematics and science. <i>Baseline data will be extracted from grantee applications by January, 1999.</i> | 2.1 Grantee reports, annual, 2000. | Supports ED Strategic Plan Objectives 1.3, 2.2 and 2.3 by: <ul style="list-style-type: none"> <li>In partnership with national foundations, providing ongoing training and technical assistance to Center leadership and staff.</li> <li>Establishing grantee advisory groups and listservs to facilitate exchange of best practices and materials.</li> </ul> |
|                                                                                                                                                                                                                                                                       | 2.2 <b>Support services.</b> More than 85% of Centers will offer support services, e.g., nutrition, health, art and music, recreation and sports. <i>Baseline data will be extracted from grantee applications by January, 1999.</i>              | 2.2 Grantee reports, annual, 2000. |                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                       | 2.3 <b>Extended hours.</b> More than 75% of Centers will offer services at least 5 days a week, 3 hours a day. <i>Baseline data will be extracted from grantee applications by January, 1999.</i>                                                 | 2.3 Grantee reports, annual, 2000. |                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                       | 2.4 <b>Retention in program.</b> More than 50% of participants will continue in the program throughout the year. <i>Baseline data will be extracted from grantee applications by January, 1999.</i>                                               | 2.4 Grantee reports, annual, 2000. |                                                                                                                                                                                                                                                                                                                                                                |

**Goal:** To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of their communities.

**Services to High-Need Communities**

| Objectives                                                                                                                                                          | Indicators                                                                                                                                                                                                                                                                                                                                                      | Source and Next Update                    | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3. 21<sup>st</sup> Century Community Learning Centers will serve children and community members with the greatest needs for expanded learning opportunities.</b> | <b>3.1 High-need elementary schools.</b> More than 80% of elementary schools establishing Centers will be eligible for Title I or will have high numbers or concentrations of children eligible for free or reduced-price lunch. <i>Baseline data will be extracted from grantee applications by January, 1999.</i>                                             | <b>3.1</b> Grantee reports, annual, 2000. | Supports ED Strategic Plan Objectives 1.3 and 2.4 by: <ul style="list-style-type: none"> <li>Establishing priorities for programs that serve economically distressed rural and urban communities.</li> <li>Establishing priorities for programs that serve middle school children.</li> <li>Working with national foundations to fund additional training and after-school services in selected high-needs communities.</li> </ul> |
|                                                                                                                                                                     | <b>3.2 High-need middle and high schools.</b> More than 80% of middle or high schools establishing Centers will have baseline data showing low daily attendance, high dropout rates, and significant numbers of students performing below local or state academic standards. <i>Baseline data will be extracted from grantee applications by January, 1999.</i> | <b>3.2</b> Grantee reports, annual, 2000. |                                                                                                                                                                                                                                                                                                                                                                                                                                    |