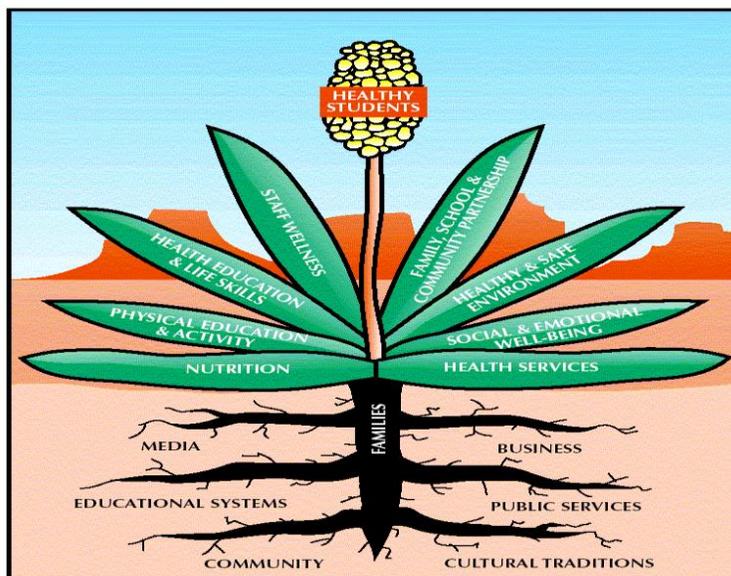




COORDINATED SCHOOL HEALTH AND
WELLNESS BUREAU REQUEST FOR
APPLICATION I

HEALTHIER SCHOOLS - NEW MEXICO



APPLICATION
RFA for
After School and Summer Enrichment Programs
Released April 21, 2016
RFA # 17-92400-00001

DEADLINE TO SUBMIT APPLICATION
Friday, May 20, 2016 at 5:00 P.M.



PURPOSE

The New Mexico Public Education Department (PED), Coordinated School Health & Wellness Bureau (CSHWB), requests applications from New Mexico public schools, including state charter schools, for the implementation of quality after school and summer enrichment programs that address literacy in an effort to close the achievement gap within and between schools. These programs include up to four (4) of the following components: 1) academic enrichment, 2) physical activity, 3) nutrition education, and 4) Science, Technology, Engineering and Math (STEM) and/or English Language Arts (ELA) initiatives and activities. Student transportation costs may be requested if need is identified.

BACKGROUND

PED was allocated funds during the 2016 legislative session for the purpose of providing opportunities for students to attend quality after school and summer programs. Quality after school and summer programs include academic enrichment, physical activity, and nutrition education components. This RFA supports quality after school programs that are accessible to students within the state's public schools, including charter schools. The goal of the program is to draw on New Mexico's unique characteristics, including a largely rural population, multiple home languages, and a variety of cultural norms to promote and support critical thinking and collaborative techniques that allow students to successfully develop academic skills, pursue useful knowledge and foster healthy habits, including the prevention of obesity.

There is a growing body of evidence suggesting that youth are most at risk during the after school hours. During the hours of 3:00 to 6:00 p.m., the occurrence of juvenile crime triples. These are the hours that youth are also most likely to become victims of crime.

Current estimates by the U.S. Department of Education suggest that between 80 and 90 percent of a child's waking hours are spent outside of the classroom. In New Mexico, more than 70,000 children participate in out-of-school time (OST) programs, however over 90,000 students would participate in OST programs if a program were available (afterschoolalliance.org). Nationally, 13% of students living in rural areas participated in OST programs in the 2013-2014 school year as compared to 18% of students in suburban areas. Over 39% of children living in rural areas who are not enrolled in an OST program would enroll if a program were available (*The Growing Importance of Afterschool in Rural Communities, March 2016*). As a result, opportunities for school-age children and youth, especially rural youth, to increase their academic success and personal growth are limited.

After school programs empower youth to overcome challenges that they face in their home, school or community environments and help them develop resiliency to reach their full potential. They provide increased opportunities for children to learn life skills, remain physically active and improve their nutritional choices. Reducing child hunger is an added benefit of student participation in after school and summer programs.

After school and summer programs can produce excellent economic returns by reducing dollars spent on school failure, crime and health care costs. The annual costs of juvenile crime are in the billions of dollars if one considers the number of juvenile delinquents that enter a life of crime. According to preliminary data from the 2015 New Mexico Youth Risk and Resiliency Survey, by 8th grade, 34.3% of NM students have tried alcohol at least one time, and 36.4% of NM seniors identify themselves as current drinkers and 22.5% identifying as binge drinkers.



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According to the Department of Justice, crime peaks between 3-6pm, during which time students can be both victims of crime and can commit crimes. OST programs provide students with a safe place to go and parents with peace of mind. In addition, children and youth have become increasingly inactive and overweight. According to the 2011 New Mexico Youth Risk and Resiliency Survey (YRRS), only 31.7% of middle school students engage in daily physical activity. Additionally, 16.2% of middle school students reported sometimes or often not having enough food to eat (<http://www.youthrisk.org/>). The health implications of this trend are long term and extremely costly.

PED is administering this RFA in order to determine schools that will receive state financial assistance for implementing quality after school and/or summer programs that provide extended (after school) learning. **Funds may not be used for expanded (extending the school day) activities.**

From the funds available, it is estimated, depending on applications received, a minimum of 7 quality afterschool and/or summer programming applicants will be funded. *School districts may apply on behalf of more than one school. However, unless the intent is for the school to use one award to serve multiple schools, school districts must submit separate applications for each school if the district wants full funding disseminated to more than one school within a district.*

Funding will be divided into **three tiers** that correlate directly to the following components of quality after school programming: 1) academic enrichment, 2) physical activity, 3) nutrition education, and 4) Science, Technology, Engineering and Math (STEM) and/or English Language Arts (ELA) initiatives and activities.

Proposals for programs that address:

- **One of the above components** are eligible to apply for Tier 1 funding ranging from **\$1,000 to \$15,000.**
- **Two or three of the components above** are eligible to apply for Tier 2 funding ranging from **\$1,000 to \$40,000.**
- **All four of the components** of quality afterschool program are eligible to apply for Tier 3 funding ranging from **\$1,000 to \$50,000.**

As funds are provided through a legislative special appropriation, funding is available through June 30, 2017. Special consideration will be given to those applications that address sustainability of the program beyond the funding year.



DEFINITIONS

After School and Summer Programs

A quality after school and/or summer program must include between one and four of the following components: 1) academic enrichment activities; 2) quality physical activity; 3) quality nutrition education; and 4) STEM and/or ELA initiatives and activities. The goal of the program is to promote and support critical thinking and collaborative techniques that allow students to successfully develop academic skills, pursue useful knowledge and develop healthy habits. A quality after school and/or summer program provides safe, structured environments for students outside of the regular school day through extended learning. Such programs are housed in schools and are often staffed with both school and community-based personnel. A quality after school and/or summer program clearly connects with district/school efforts around Common Core State Standards (CCSS) for the purpose of closing the achievement gap.

Academic Enrichment Component

A quality academic enrichment component of an after school and/or summer program includes multiple aspects of cultural and educational improvements and skill building. Types of programs/activities involved in the enrichment component can include, but are not limited to: reading and math skill reinforcement, learning through movement/exploration, performing arts, biology, geology, artistry, civic involvement, service learning, etc. Project-based learning is strongly recommended but not required for the academic enrichment component.

Physical Activity Component

A quality physical activity component of an after school and/or summer program includes programs/activities that follow the National Association for Sport and Physical Education (NASPE) physical activity guidelines for children. These guidelines are commonly referred to as the *NASPE Physical Activity Guidelines for Children*. Three things distinguish a quality after school physical activity component:

1. Activities are intended to be voluntary in nature (e.g., the student has a choice of activities).
2. Every student is given an equal opportunity to participate regardless of physical ability.
3. Students have the opportunity to be involved in the planning, organization and administration of activities. Such involvement should be age-appropriate and under supervision and guidance of a qualified adult.

(Resource: National Association for Sport and Physical Education)

Nutrition Education Component

A quality Nutrition Education component of an after school or summer enrichment program includes activities that educate students about healthy foods and follow the *Dietary Guidelines for Healthy Children*. Quality Nutrition Education should focus on healthy eating and the following recommendations of the *Dietary Guidelines for Americans* by the Department of Agriculture and the Department of Health and Human Services:

1. Make smart choices from every food group.
2. Find your balance between food and physical activity.
3. Get the most nutrition out of your calories.
4. Stay within your daily calorie needs.

(Resources: <http://www.cnpp.usda.gov/DietaryGuidelines.htm>
<http://www.fns.usda.gov/school-meals/child-nutrition-programs>)



STEM and/or ELA Component

An ELA and/or STEM component will provide students with opportunities to focus on project-based learning that is centered on one or both of these disciplines. The projects may be semester-long experiences culminating in a production or display of knowledge or they may be shorter projects with multiple projects completed throughout the semester. http://bie.org/project_search

An example of an ELA project includes attending a play with students then helping students to stage their own drama/play. A second example is bringing in guest speakers/taking field trips to learn about and model story telling then working with students to create a series of books for use in lower grades. <http://edtecher.hubpages.com/hub/english-projects-ideas-language-arts-pbl>

An example of a STEM project includes exploring energy via fieldtrips to relevant destinations. After the field trip(s) students can build and race solar or rubber-band powered model cars. Another example is exploring simple machines by creating them and analyzing how and why they work. This exploration could culminate in a trip to an amusement park to identify the simple machines and calculate their real-time force, momentum, etc. http://exploration.grc.nasa.gov/outreach/appd/appd_resources.html

ELIGIBILITY

Eligible/Ineligible Applicants/Criteria:

Eligible applicants include:

- School districts on behalf of one or more schools; **applications on behalf of more than one school are considered one application. If a district would like to be considered for funding for more than one site, then separate applications, by site, are required.** *Preference is not given to a single-school application or a multiple-school application.* Preference is given to quality after school and/or summer programming that reaches the highest percentage of the student body served.
- Local charter schools
- State charter schools
- **Priority** will be given to afterschool programs serving economically disadvantaged students. **Priority in funding will first go to schools that** either individually, or as part of a Community Eligibility Schools (CEP) grouping for the 2015-2016 school year, demonstrate 85% or greater free and reduced lunch populations as verified by the New Mexico Public Education Department's (CSHWB) through the Student Teacher Accountability Reporting System (STARS). **Schools that are unable to demonstrate 85% or greater free and reduced lunch populations, either individually or through CEP grouping, will be considered for funding should funds remain after scoring and approving applications for programs serving economically disadvantaged students as defined above.**
- A, B, C, D, and F schools are eligible for funding.



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- Geographic representation in determining allocations will be given special consideration.
- Schools receiving PED 21st Century Community Learning Center funding **are not eligible**.
- Schools that received 2015-20165 after school and summer enrichment program awards are encouraged to apply.
- Schools receiving PED Title I funding *that is specifically utilized for afterschool programming* **will not be given priority consideration**.
- School districts applying on behalf of one or more schools, local charter schools, and state charter schools may partner with a community-based organization in the provision of after school and/or summer programming. **However, the fiscal agent must be the school district, local charter school, or state charter school.**

Application criteria:

- After school program must meet a *minimum* of two hours a day, two days a week, for 30 weeks. Funds may be used through June 30, 2017. Alternative after school programming may be considered as long as a minimum of four hours per week are offered.
- Applications requesting consideration for summer programming may include the month of June as part of the thirty weeks of programming.
- Funds may not be used to buy food for snacks or meals. With prior PED approval, it may be possible to use funds for food during field trips. Special consideration will be given to those applications that identify the integration of after school snack funding and/or summer meal funding or identify plan to secure funding available through the New Mexico Public Education Department's Coordinated School Health and Wellness Bureau (<http://ped.state.nm.us/nutrition/index.html>) and/or after school meal funding available through the Children, Youth, and Families Department (<http://cyfd.org/family-nutrition>). Afterschool programming that exceeds two hours a day is eligible for both afterschool snacks and afterschool meals through separate funding sources identified above. Afterschool programming that is under two hours per day is eligible for afterschool snacks. A program that exceeds two hours a day is not required to provide both afterschool snacks and meals, but the minimum expectation is that afterschool snack provisions are addressed.
- The recruitment and programming for afterschool and/or summer programs must be inclusive of students whose primary language or home language is other than that of English and special education student populations.
- Tier 2 and 3 applications may include a percentage of funding to support a club-based program (e.g., robotics, chess, etc.) as long as the application details how the club-based program will be integrated into the afterschool program at regular intervals.
- After school and/or summer program must support extended learning opportunities beyond the school day curriculum and may not be earmarked for expanding the school day curriculum.



- The Applicant is encouraged to utilize the New Mexico Quality Afterschool Standards as a resource in afterschool program planning and implementation. Further information in relation to the Standards will be provided to successful applicants. The Standards may be accessed on the Public Education Department's Coordinated School Health and Wellness Bureau website under the tools for schools tab (link is also provided below).
http://ped.state.nm.us/sfsb/tools/2015/New%20Mexico%20Quality%20Afterschool%20Standards_Final.pdf

Eligible Costs

Applicants may apply for between \$1,000 and \$50,000 for after school programming. **Please note that for all funding tiers, applicants are required to ensure that direct programming costs, such as instruction, professional development for educators, and supplies equal or exceed 75% of the total award. Additionally, administrative support such as accounting support and legal services may not exceed 25% of the total award.** For tier 3 programs, the national average for out-of-school time programs is approximately \$1000 per student.

Applications must identify the percentage of the student population that will be served.

Applications must justify costs in relationship to the number of students being served. Funds may be utilized for costs related to personnel, travel, supplies, equipment, transportation and other identified needs in order to implement and sustain the program.

*Note: Additional dollars are not available for transportation costs. Requests for transportation costs must be inclusive of the amount requested in response to this RFA .

Transportation costs will only be considered if the applicant clearly identifies the need for student transportation in both the application body and budget narrative. The request for inclusion of student transportation costs should only be included if the extended school bus services provide an opportunity for students to participate in a planned after school program activity or to provide transportation home. ALL tiers are eligible to request transportation costs.

Non-Eligible Costs

The following are not allowable uses of these funds:

- Support for existing athletic programs (while a physical activity component can be part of the after school program, use of these funds to support existing athletic programs are prohibited).
- Purchase of food for snacks or meals (applicants are encouraged to apply for separate after school snack or after school meal funding available through PED's Coordinated School Health and Wellness Bureau or through CYFD). Purchase of food during field trips **may** be allowable with prior PED approval.
- Indirect costs are **NOT** allowable.

Funding Cycle:

All grants under this RFA will be awarded for the 2016-2017 school year and are **non-recurring**.



REQUIRED FORMAT

Applications must be submitted in 12 point font on the forms and space provided. The following is required for submission. (Use this as a personal checklist to ensure a complete submission.)

- Appendix A: Application Cover Page and Demographic Information
 - A1: Cover Page
 - A2: Demographic Information
 - A3: Statement of Need
 - A4: Relationship of the After School Program to the Common Core State Standards

- Appendix B: Afterschool Program Components
 - B1: Academic Enrichment Component Description
 - B2: Physical Activity Component Description
 - B3: Nutrition Education Component Description
 - B4: STEM and/or ELA Component Description

- Appendix C: Program Administration
 - C1: Program Overview
 - C2: Staffing
 - C3: Students Served/Hours of Operation
 - C4: Sustainability Beyond Fund Year
 - C5: Student Transportation Needs Description
 - C6: Proposed Budget

- Appendix D: School/District Assurances.



CRITERIA FOR SELECTION/EVALUATION

Evaluation Criteria	Possible Points
Tier 1: Total points possible will be calculated by adding all Demonstrated Need sections (up to 20 points) + all Program Administration sections (up to 20 points) + ONE Program Component (up to 15 points).	55 points
Tier 2: Total points possible will be calculated by adding all Demonstrated Need sections (up to 20 points) + all Program Administration sections (up to 20 points) + TWO or THREE Program Components (up to 30 or 45 points).	70 or 85 points
Tier 3: Total points possible will be calculated by adding all Demonstrated Need sections (up to 20 points) + all Program Administration sections (up to 20 points) + ALL Program Component (up to 60 points).	100 points
DEMONSTRATED NEED (20)	
(A3)The need for an after school and/or summer program in the district/school was clearly identified utilizing multiple sources of data, including but not limited to student, school and/or community data to substantiate the need. An understanding of the linkages between student health indicators associated with academic success is demonstrated.	5
(A3)The application includes the percentage of students attending the proposed school qualify for free or reduced lunch OR assurance that the school is part of a Community Eligibility Provision district. <ul style="list-style-type: none"> • CEP school = 10 points OR <ul style="list-style-type: none"> • 0-50% free and reduced lunch eligibility = 5 points • 51-60% free and reduced lunch eligibility = 6 points • 61-70% free and reduced lunch eligibility = 7 points • 71-80% free and reduced lunch eligibility = 8 points • 81-90% free and reduced lunch eligibility = 9 points • 91-100% free and reduced lunch eligibility = 10 points 	10
(A4)The after school program clearly aims at closing the achievement gap and is connected with the Common Core State Standards. Literacy as it relates to the Common Core State Standards is specifically addressed in the program.	5
PROGRAM COMPONENTS (Tier 1=15, Tier 2=30-45, Tier 3=60)	
(B1)Academic Enrichment: The academic enrichment component of the after school and/or summer program is clearly described. Program offerings/activities assist students in meeting state content standards in the core academic subjects, such as language arts/reading and mathematics, by providing students with opportunities for academic enrichment. Information about the effectiveness of the program/activities and why the program/activities were chosen including linkages to closing the school's achievement gap is included.	15
(B2)Physical Activity: The physical activity component of the program is clearly described. Physical activity offerings/activities demonstrate how they meet the requirements for a quality physical activity component in an	15



after school and/or summer program including: 1) activities are intended to be voluntary in nature; 2) students are given an equal opportunity to participate regardless of physical ability; and 3) students have the opportunity to be involved in the planning, organization and administration of the activities. Information about the effectiveness of the program/activities and why the program/activities were chosen including linkages to developing healthy habits, positive social relationships, and closing the school's achievement gap are included.	
(B3)Nutrition: The nutrition education component offerings/activities of the program are clearly described. Nutrition education offerings/activities demonstrate how they meet the requirements for a quality nutrition education component in an after school and/or summer program by 1) educating students about healthy foods, and 2) following the <i>Dietary Guidelines for Healthy Children</i> . Information about the effectiveness of the selected program offerings and why the program/activities were chosen including linkages to developing healthy habits and closing the school's achievement gap are included. Preference will be given to applications that identify current or future partnerships with PED's Coordinated School Health and Wellness Bureau's wellness (nutrition) program and/or CYFD for the provision of afterschool snacks, summer meals, and/or afterschool meals as appropriate and within funding parameters of each entity.	15
(B4)ELA/STEM Initiatives: The STEM and/or ELA project-based learning is clearly described, including goals of the project(s) and methods of implementation.	15
Program Administration (20)	
(C1) Program specifics provided (e.g. field trip destinations identified, subcontractors/partners identified, program and administrative venue(s) identified, etc.)	5
(C2) The program personnel requirements and expected availability of staffing is clearly described. Appropriate staffing for each of the components addressed: 1) academic enrichment, 2) physical activity, 3) nutrition education, and 4) STEM and/or ELA integration are identified. Club-based programming may meet the requirement for any component when clearly identified and appropriate funds are earmarked as such in the application. Programs staffed with one or more certified teachers currently working in a classroom will receive special consideration.	10
(C3) The number of students anticipated to be served by the After School Program in relation to the total student population (i.e. percentage of the student population anticipated to participate in the afterschool program) is included. The hours of operation of the program are detailed, including: 1) number of days during the week the program will be offered; 2) daily hours of operation; and 3) number of weeks during the 2016-2017 school year the program will be offered (inclusive of summer <u>if</u> applicable). A clear rationale for the number of students served and the hours of operation for the after school and/or summer program is provided.	5



<u>TOTAL</u>	
<u>TIER</u>	



QUESTIONS ABOUT THE REQUEST FOR APPLICATION

There will be no pre-application conference. PED has designated Kim Johnson as the contact person for this RFA. Prospective applicants with questions should contact Ms. Johnson by email at Kim.Johnson2@state.nm.us.

An electronic copy of this Request for Application can be obtained at:
<http://ped.state.nm.us/sfsb/index.html>.

APPLICATION DUE DATE

An original and three (3) copies of the completed application must be submitted to the address below no later than Friday, May 20, 2016 by **5:00 P.M.** Facsimile or emailed copies will be conditionally accepted only if followed by hard copy submissions clearly postmarked by the due date. Requests for an extension of this date will not be granted.

Submission Address

Mail an original and three (3) copies of the application to:

Kim Johnson, MA, MPH
Mott Afterschool Coordinator
Coordinated School Health and Wellness Bureau
New Mexico Public Education Department
120 South Federal Place, Room 206
Santa Fe, New Mexico 87501



Appendix A

COVER PAGE AND DEMOGRAPHIC INFORMATION

Appendix A1: Cover Page

School District/Charter School			
Name			
Superintendent/Director of Charter			
Name			
Phone		E-mail	
Mailing Address			
Program Coordinator / Contact			
Name			
Phone		E-mail	
Mailing Address			
Business Manager			
Name			
Phone		E-mail	
Mailing Address			

Funding requesting for Out of School Time Programs	
Funding tier	

School to be included in this application:

School Name	Address	Principal	Phone	E-mail



Appendix A2: Demographic Information

Briefly describe the demographic and socio-economic profile of the community (not scored):

[Empty box for demographic and socio-economic profile description]



Appendix A3: Statement of Need

In the space provided below (or in no more than one page), using 12 point font, describe the need for an after school and/or summer enrichment program in the identified district/school(s) in this application. Clearly identify the need for a quality after school and/or summer program in the district/school(s) utilizing student, school, and/or community data. Demonstrate an understanding of the linkages between student health indicators associated with academic success for the school and/or community. **Please include the percentage of students eligible for free or reduced lunch OR an assurance that the school is part of the Community Eligibility Program.** (15 Points)

Resources to support health indicators include, but are not limited to:

<http://nmhealth.org/>

<http://www.youthrisk.org/>



Appendix A4: Relationship of the After School Program to the Common Core State Standards

In the space provided below (or in no more than one page), using 12 point font, describe the connection between the quality after school and/or summer program and the Common Core State Standards for the purpose of closing the achievement gap. Describe how the afterschool program addresses literacy as related to closing the achievement gap. If this application is for a previously funded site, you may describe the Common Core State Standards component used during prior funding cycle(s), its outcomes, and any modifications you plan to make. (5 Points)



Appendix B

AFTER SCHOOL PROGRAM COMPONENTS

Applicant should fill out sections of components that equal the tier for which they are applying (i.e., Tier 1 requires the completion of one component, Tier 2 requires the completion of two to three components and Tier 3 requires the completion of all four components)

Appendix B1: Academic Enrichment Component Description:

In the space provided below (or in no more than one page), using 12 point font, describe the Academic Enrichment component that will be included in the after school and/or summer program. If this application is for a previously funded site, you may describe the Academic Enrichment component used during prior funding cycle(s), its outcomes, and any modifications you plan to make. Describe how program offerings/activities include multiple aspects of cultural and educational improvements and skill building and demonstrate how they assist students in meeting state content standards in academic subjects, such as language arts/reading and mathematics by providing students with opportunities for academic enrichment. Examples of offerings/activities may include but are not limited to: school subjects, learning through movement/exploration, performing arts, technology, artistry, civic involvement, etc. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school's achievement gap. (15 Points)



Appendix B2: Physical Activity Component Description:

In the space provided below (or in no more than one page), using 12 point font, describe the Physical Activity component that will be included in the after school and/or summer program. If this application is for a previously funded site, you may describe the Physical Activity component used during prior funding cycle(s), its outcomes, and any modifications you plan to make. Describe the program offerings/activities and demonstrate how they meet the requirements for quality physical activity in After School Program including: 1) activities are intended to be voluntary in nature; 2) student are given an equal opportunity to participate regardless of physical ability; and 3) students have the opportunity to be involved in the planning, organization and administration of activities. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to developing healthy habits, positive social relationships, and closing the school's achievement gap. (15 Points)



Appendix B3: Nutrition Education Component Description:

In the space provided below (or in no more than one page), using 12 point font, describe the Nutrition Education component that will be included in the after school and/or summer program. If this application is for a previously funded site, you may describe the Nutrition Education component used during prior funding cycle(s), its outcomes, and any modifications you plan to make. Describe the program offerings/activities and demonstrate how they meet the requirements for a quality Nutrition Education and After School Program by 1) educating students about healthy foods, and 2) following the *Dietary Guidelines for Healthy Children*. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to developing healthy habits and closing the school's achievement gap. Include existing structures and/or plans for afterschool snacks and or meals as applicable. (15 Points)



Appendix B4: STEM and/or ELA Component Description:

In the space provided below (or in no more than one page), using 12 point font, please describe the STEM and/or ELA project-based learning activities. Include the goals of the projects the major activities that will be used to accomplish these goals. Include linkages to developing life-long learning habits and closing the school's achievement gap. (15 Points)

A large empty rectangular box with a black border, intended for the student to describe their STEM and/or ELA project-based learning activities.



Appendix C

PROGRAM ADMINISTRATION

Appendix C1: Program Overview

In the space provided below (or in no more than one page), using 12 point font, please provide an overall narrative that describes what the program will look like, including routine activities and special events. Include the schedule of a sample student such as where the student will go for afterschool activities, what days and times the student will meet, any routines (e.g., robotics club one day per week, snacks every day, monthly field trips, etc.). (5 points)



Appendix C2: Staffing:

In the space provided below (or in no more than one page), using 12 point font, identify the personnel requirements and the expected availability of staff. Please include staffing for the Academic Enrichment, Physical Activity, STEM and/or ELA, and Nutrition Education components of the program. Please list the certifications held by staff members who will be working at your site(s) (e.g. CPR, NM certified teacher, National Board certified teacher, member of National Science Teacher Association, etc.). Staff can serve in more than one role. (10 Points)



Appendix C3: Students Served/Hours of Operation:

In the space provided below (or in no more than one page), using 12 point font, describe 1) the percentage of the targeted student population (e.g., number of students in the school) that you anticipate will be served by the After School Program, 2) Hours of operation including: a) number of days during the week the program will be offered, b) the daily hours of operation, and c) number of weeks during the 2016-2017 school year the program will be offered. Include a clear a rational for the number of students served and the hours of operation for the proposed After School Program. (5 Points)



Appendix C4: Sustainability:

Note: Legislative funding is only allocated for the 2016-2017 school year.

In the space provided below (or in no more than one page), using 12 point font, describe how the afterschool programming will address sustainability of the program beyond the funding cycle.
(not scored)



Appendix C5: Student Transportation Needs Description (if applicable):

Note: The request for inclusion of student transportation costs should only be included if the extended school bus services provide an opportunity for students to participate in a planned after school and/or summer program activity or to provide transportation home.

In the space provided below (or in no more than one page), using 12 point font, need for student transportation **if needed**. This section should only be completed if the school needs extended school bus services to ensure students have the opportunity to participate in the proposed activity including transportation home. ***Transportation budget requests will only be considered if the applicant clearly identifies the need for student transportation in both the application body and budget narrative.*** (Not Scored.)



Appendix C6: Proposed Budget

On the budget form below provide a detailed line itemized budget and narrative justification. **Indicate in-kind support.** Student transportation costs (may be included under “Other”) should only be included if the school needs additional funds in order to provide extended school bus services to ensure that students have the opportunity to participate in a planned After School Program activity or to provide transportation home. **If partnering with a community-based organization in the delivery of services, then the costs associated with the partnership must be reflected in the budget and the community-based organization must be identified.** (Additional pages may be used if necessary) (Not scored)

<u>Description</u>		<u>Justification</u>
Salary-instructional + Benefits	Total Amount:	(Include formula for determining salary– e.g., # staff x hourly rate x anticipated hours; benefits %, etc.)
Field Trips	Total Amount:	(Include description and estimated costs)
Professional development/personnel travel	Total Amount	(Include description and estimated costs)
Supplies (list types and amounts)	Total Amount:	(Include justification for need of supplies)
Equipment (list types and amounts)	Total Amount:	(Include justification for need of equipment)
Salary-administrative + Benefits	Total Amount:	(May not exceed 25% of the total award)
Other (e.g., transportation, etc.)	Total Amount:	(Include description of and justification for need of other)
Total Amount Requested = _____		

If applicant will be utilizing a Community-Based Organization (CBO) for the delivery of afterschool and summer enrichment programming, please identify the CBO below:



Appendix D

SCHOOL/DISTRICT ASSURANCE

Required signatures include the school district superintendent/director of charter school and principal of the school(s) in which funds will be utilized. The application will not be considered complete without all required signatures.

We the undersigned assure that:

1. The information included in the enclosed application is true and accurate.
2. We will participate in all evaluation activities associated with the after school and/or summer program during the funding period.
3. The monies received as a result of this RFA will be utilized for the after school and/or summer programs in the schools/district included in this RFA.
4. The monies received as a result of this RFA will be utilized for the after school and/or summer program will be encumbered and expended by June 30, 2017.

District/Charter School Name: _____

Superintendent/Director of Charter Signature

Date

School Name: _____

Principal Signature

Date

School Name: _____

Principal Signature

Date

Additional school signature lines may be added as needed to accommodate the number of schools included in the application.



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