

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**Letter of Intent  
Due  
November 6, 2015**

**Proposal Due  
January 27, 2016**



After School Division  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**Cover Page**

Mail signed original (use blue ink) and two copies to:

After School Division  
California Department of Education  
Attention: SSEL RFA  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901

E-mail for questions:  
[afterschool@cde.ca.gov](mailto:afterschool@cde.ca.gov)

Name of County Office of Education:	
County Number and Region Number:	
Name of Authorized Agent:	
Professional Title of Authorized Agent:	
Address:	
City, State, Zip:	
Phone Number:	
Fax Number:	
E-mail Address:	
Name of County Contact Person:	
Professional Title of County Contact Person:	
County Name Where County Contact Person Can Be Located: (Complete this section and the cells below if information differs from what is above):	
Address:	
City, State, Zip:	
Phone Number:	
Fax Number:	
E-mail Address:	
Total Amount Requested:	
Signature of Authorized Agent:	

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**Counties to be Served  
(Include this document in the application)**

Name all counties this application proposes to serve. Enter one county per line.


**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**Table of Contents**

	<b>Page</b>
Key Terms	iv
Critical Dates for the Request for Applications	vi
I. Introduction	1
II. Applications	2
III. Technical Assistance Plan Narrative	5
IV. Application Review Process	7
V. Reporting Requirements	9
VI. Scoring Rubric	11
Attachments	
Attachment 1: Letter of Intent to Apply	18
Attachment 2: Quality Standards for Expanded Learning Programs	19
Attachment 3: Available Base Funding Per County Per Year	21
Attachment 4: Budget Description/Justification Template	23
Attachment 5: Application Checklist	29

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**KEY TERMS**

**21<sup>st</sup> CCLC**—refers to the federally-funded 21<sup>st</sup> Century Community Learning Centers for Elementary and Middle/Junior High School program.

**Applicant**—refers to a county office of education requesting funding from a contract administered by the California Department of Education.

**ASD**—refers to the After School Division.

**ASES**—refers to the After School Education and Safety Program.

**ASP**—refers to the after school program.

**Authorized Signature**—refers to the authorized agent of the organization. Acceptable authorized signatories are the superintendent of a county office of education or designee.

**CCSESA**—refers to the California County Superintendents Educational Services Association.

**CDE**—refers to the California Department of Education.

**COE**—refers to the County Office of Education.

**EC**—refers to the California *Education Code*.

**ELP**—refers to an expanded learning program that focuses on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. ELPs are pupil-centered, results driven, include community partners, and complement, but do not replicate learning activities in the regular school day and school year (California *Education Code* Section 8482.1[(a)].

**Fiscal Agent**—refers to the local educational agency designated in the application to act as the Fiscal Agent.

**FPM**—refers to Federal Program Monitoring..

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**FY**—refers to the state fiscal year.

**LEA**—refers to local educational agencies, such as school districts, county offices of education, the California Schools for the Blind or for the Deaf, or direct-funded charter schools.

**MOU**—refers to a Memorandum of Understanding.

**RFA**—refers to the Request for Applications.

**SS**—refers to the System of Support.

**SSEL**—refers to the System of Support for Expanded Learning.

**TA**—refers to technical assistance.

**TAPP**—refers to the Technical Assistance Priority Plan spreadsheet. This TAPP spreadsheet provides attendance reporting data, grantee attendance reporting, grantee expenditure reporting, FPM data, unresolved audit findings, and non-submittal of the 2015–16 Annual Outcomes-based Data for Evaluation Report.

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**CRITICAL DATES FOR THE REQUEST FOR APPLICATIONS**

Dates	Critical Events
<b>October 2015</b>	Posting of the Request for Applications (RFA) on the California Department of Education's (CDE), Before and After School Web page at <a href="http://www.cde.ca.gov/ls/ba/">http://www.cde.ca.gov/ls/ba/</a> . Questions regarding this RFA may be directed to the Quality Support Office by phone at 916-319-0923.
<b>November 6, 2015</b>	Submission date for the Letter of Intent to Apply form (Attachment 1). The completed form should be mailed to the CDE or faxed to 916-319-0221.
<b>January 27, 2016</b>	Applications must be received at the CDE by 5:00 p.m. on Wednesday, January 27, 2016.
<b>February 2016</b>	The CDE will host a panel review in Sacramento, California, for the evaluation, reading, and scoring of grant applications.
<b>February 2016</b>	Posting of the Intent to Award announcement. (Note: This is the only initial notification of grant awards. The final funding list will be posted on the CDE Web page when all data is verified and appeals are decided. Applicants are advised not to obligate funds based on this list.)
<b>February 2016</b>	The After School Division (ASD) staff will contact selected applicants to conduct an in-person interview to seek clarification on key issues raised by panelists during the review process.
<b>February 2016</b>	Appeals must be submitted within ten business days of the Intent to Award announcement with original signatures from the authorized agent. No faxed or e-mailed copies will be accepted.
<b>March 2016</b>	The final funding list will be posted on the CDE Before and After School Web page.
<b>April 2016</b>	The CDE will develop two-year contracts for services with successful applicants. The contracts will be comprised of services required by the CDE and may contain tasks proposed in the application.

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**I. INTRODUCTION**

The After School Division (ASD) invites county offices of education (COEs) with federal 21<sup>st</sup> Century Community Learning Centers (CCLC) and/or After School Education and Safety (ASES) sites in their county to apply for funding for the System of Support Expanded Learning (SSEL) through a Request for Application (RFA). In *A Vision for Expanded Learning in California, Strategic Plan: 2014–2016*, the Regional After School Technical Assistance System (RASTAS) is described as the initial System of Support (SS) for technical assistance (TA). This RFA will support the expansion of the SS to include the former RASTAS.

The purpose of the SSEL funding is to build the capacity of expanded learning programs (ELPs) to meet all grant requirements defined in statute and to promote high quality programs and services as described in the *Quality Standards for Expanded Learning Programs*, which are listed in Attachment 2.

The applicant must develop a TA plan for the county or select counties it proposes to serve. The applicant must demonstrate the capacity to implement the TA plan, make a compelling case for the requested funding, and explain how the TA services will be evaluated.

**Rationale for the New Technical Assistance Model**

In 2002, when Proposition 49 established the ASES state funded after school programs administered by the California Department of Education (CDE), the statute included funding for **providing technical assistance, evaluation, and training services, and for providing local assistance funds to support program improvement and technical assistance** (*California Education Code [EC] Section 8483.55[b]*).

Local assistance funds to support program improvement and TA have been previously allocated to one local provider in each of the eleven California County Superintendents Educational Services (CCSESA) regions. The expanded learning providers have greatly benefited from this system. There are now over 4,500 sites offering academic support for students before school, in the summer, and during school vacations and intersessions. In addition to academic assistance and enrichment, ELPs have also begun to address the many important efforts being made to educate the **whole child**. ELPs are part of a larger trend of providing educational opportunities in many ways for students who have little or no access to educational support.

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

The ASD began a strategic planning process that gathered input from the field regarding how to most effectively address the needs of ELPs. Based on the recommendations of the strategic planning teams, the ASD reexamined and refined its approach to providing TA in order to establish a more comprehensive and responsive system of support for ELPs commensurate with the needs of this growing and evolving field.

## **II. APPLICATIONS**

### **A. Who May Apply**

This RFA is not limited to the COEs currently receiving TA funding from the CDE under the SSEL structure in the 11 CCSESA regions. It is open to the 55 California COEs with federal 21st CCLC and/or ASES ELPs located within their county.

### **B. Application Components**

There are three major components of this application process:

1. Application completion, submittal, and panel review
2. Interview of selected qualified applicants
3. Regional contract development, execution, and implementation

Each of these components is described in detail in this RFA.

### **C. Funding**

Funding is awarded to provide immediate TA services, beginning in FY 2016–18, to the ELPs in the applicant's county or select counties. Funding amounts are set by a funding formula determined by the CDE (see Attachment 3 for available funding per county).

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**D. Instructions for Completing the Application**

The applicant must develop a TA plan for the county or select counties it proposes to serve. The applicant must demonstrate their capacity to implement the TA plan; make a compelling case for the requested funding; and explain how the TA services will be evaluated.

The applications will be completed and received by the CDE in hard copy form on or before 5:00 p.m. on Wednesday, January 27, 2016, in order to be included in the competition for funding. Incomplete applications will not move forward to the panel to be read or scored. Please note: No fax or electronic copies will be accepted.

The CDE staff will not accept requests from the applicant or designees to add or delete any information or to make changes to the submitted application. The CDE staff will not notify applicants of errors or missing documents. The CDE staff will only allow the applicant to resubmit the entire application prior to the submission deadline if document re-submission is necessary.

**E. Application Process**

The following steps outline the application process:

1. All applicants shall submit a Letter of Intent to Apply by November 6, 2015 (see Attachment 1). The Letter of Intent to Apply will guide the CDE in assessing the logistical aspects of the review process as well as to determine whether each region has at least one application proposal submitted.
2. While applicants can apply to serve a single county, or a select group of counties within the region, it is critical that the applicant consider the needs of the region as a whole. Applicants must show evidence of coordinated consultation with other COEs. In developing this application, it is recommended that applicants coordinate with regional TA providers and a variety of stakeholders.

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

3. In completing the application narrative, applicants should address the prompts that follow each scoring criterion and also refer to the scoring rubric on page 11. Panel members will be instructed to take a holistic approach in the application review process to rank and score the application.
4. Applicants must submit the original signed application (use blue ink) and two copies to:

**After School Division  
California Department of Education  
Attention: SSEL RFA  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901**

Applications must be received by 5:00 p.m. on Wednesday, January 27, 2016. No fax or electronic copies will be accepted.

**F. Help Desk**

The Help Desk is available to respond to clarifying questions regarding the RFA. Applicants should submit requests for clarification to the ASD e-mail at [afterschool@cde.ca.gov](mailto:afterschool@cde.ca.gov) and write **SSEL RFA Question** in the subject line. The CDE will not provide support in identifying collaborative partners, or coordination with regional COEs. To ensure that all applications have access to the responses provided by the Help Desk, the CDE will post frequently asked questions on the 21<sup>st</sup> Century Community Learning Centers Funding and Fiscal Management Web page at: <http://www.cde.ca.gov/ls/ba/cp/funding.asp>.

**G. Role of Subcontractors**

Applicants must make every effort to provide services that fill gaps in available services where they exist. Applicants may ensure the capacity to service these needs by budgeting up to 25 percent or no more than \$50,000 of the grant award for subcontracts with other TA providers in their region. Applicants must ensure that all subcontracts that are included in the proposal are completed prior to the

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

CDE’s contract development. The applicant must minimally submit, as attachments, MOUs between the applicant and each of the proposed sub-contractors as part of this application.

**III. Technical Assistance Plan Narrative**

Provide one TA plan for the county/counties in the application. The following are guidelines for completing the TA Plan:

- Format the document, using Arial font, size 12, and one-inch margins
- Address the prompts for each of the four criteria below
- Refer to the scoring rubric to understand how responses will be evaluated by the review panel

Note: While there are no page limitations, applicants should keep in mind the panel is reading dozens of proposals; clarity and succinctness are **essential**.

Criterion 1—TA Plan: The TA plan must describe evidence of consultation with the counties included in the application. Applicants must demonstrate its organizational capacity to effectively implement the required activities which may include, but not be limited to: site visits, consultations, mentoring, coaching, and professional development. The TA plan may also include additional activities such as workshops and conferences.

- Describe the effort(s) made to consult with the counties included in the application
- Describe how the proposed TA activities demonstrate the capacity to support and build high quality expanded learning programs in the region
- Describe the timeline for proposed TA activities
- Describe your organizational structure

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

- Describe how essential personnel are qualified to provide TA services, identify specific staff or consultant responsible for implementing the work and if it will be necessary to hire additional staff and/or consultants to complete the scope of work, and why the task(s) cannot be performed by the applicant county
- Describe how the proposed activities support the continuous improvement of expanded learning programs—build their long-term capacity, the ability to deliver high-quality programs, and how the follow-up training, mentoring, and coaching that will be provided

Criterion 2—Collaboration and Partnerships: Evidence of the applicant’s ability to work collaboratively and forge strategic partnerships with other counties and TA providers in the region, the ELP field, and the ASD to ensure leveraging of funding and expertise to better serve the needs of ELPs regionally.

- Identify the stakeholders you will collaborate and/or partner with and describe their roles and responsibilities
- Describe the resources that will be leveraged through the above collaborations and/or partnerships
- Describe how the COE will collaborate and effectively communicate with the ASD (including the CDE program consultant and fiscal analyst assigned to the county/counties/region), including monitoring the implementation of work

Criterion 3—Evaluation: A description of the evaluation plan for measuring outcomes of the TA plan, which includes the methodology to be used to support the programs implementation of a data-driven continuous quality improvement process.

- Describe the plan for evaluating TA services
- Describe how evaluation results will be measured and who will conduct the evaluation
- Describe how data will be used to improve the quality of services provided to ELPs

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

- Describe how the ASD Technical Assistance Priority Plan (TAPP) collected data (e.g., attendance, audits, FPM, etc.) will be used to provide targeted TA to increase program quality

Criterion 4—Budget: The applicant must provide a budget that is reasonable and necessary given the funding request and the proposed TA plan. Also see Attachment 4 to complete the budget description/justification template.

- Describe how the budget clearly aligns with the activities proposed in the narrative
- Describe how the budget fully funds the proposed activities
- Describe how the budget will address services provided by subcontractors
- Describe the methods used to determine the estimated costs of proposed TA activities clearly documented and explained

Successful applicants that move to the interview process will be required to submit an additional application narrative that describes more succinctly how, when, and what types of TA (conferences, webinars, coaching, etc.) will be provided to ELPs.

#### **IV. APPLICATION REVIEW PROCESS**

The application review process will be completed in three steps consisting of a screening, panel review, and interview components.

##### **A. Application Screening**

All applications will be screened for completeness by CDE staff. Applicants should refer to the application checklist (Attachment 5) for directions on submitting a completed application. The CDE will only allow completed applications to be reviewed and scored by the panel.

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**B. Panel Review**

The applications that have passed the screening process will be reviewed and scored by a panel consisting of experienced and knowledgeable professionals from diverse stakeholder groups. The review panel will use the scoring rubric (Section VI) to review and evaluate all applications.

In the event that an applicant from a particular region is not funded, the CDE will ensure that regional services are available to grantees. This may include awarding funds to another county applicant in the region.

**C. Interview**

This next phase applies only to those applicants who received a high ranking in the panel review process. The ASD staff will contact selected applicants from this group for an interview. The interview will provide an opportunity for the CDE to gain clarification on key issues raised by review panelists and to secure the applicant's commitment to a more defined scope of work.

Following the steps outlined above, the CDE will prepare a list of funding recommendations for executive approval. Upon final approval, an "intent to award" list of successful SEL counties will be published on the CDE Web site.

**D. Appeals**

Once the **Intent to Award** is posted, a ten-business-day appeal period begins. The basis for an appeal is limited to evidence that the CDE failed to properly follow the guidelines and processes described in this RFA. Disagreement with the panel member's evaluation of the application, disqualification, or exclusion from the interview component is not grounds for an appeal.

**E. Development of Contracts for Service**

The CDE will negotiate a two-year contract for services with each successful applicant. The final contract may include adjustments to the scope of work to ensure the necessary level of services to the region.

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

The effective contract date will be July 1, 2016, pending completion and approval of the contract by the Department of General Services, the CDE’s control agency for contracting. Funding availability will be contingent upon the CDE’s receipt of the federal 21<sup>st</sup> CCLC grant award and finalization of the state budget for fiscal year 2016–17.

Funds will be made available as described in each individual contract administered to COEs. Contract language may vary for each of the COEs providing SSEL. Contract language will specify the scope of work, contract term, funding amount, budget, benchmarks, deliverables, and reporting requirements, including but not limited to, evaluation and outcome measures, and expenditure reports.

Note: Activities undertaken prior to the state budget and the contract start date cannot be reimbursed.

**V. REPORTING REQUIREMENTS**

While each contract will be individualized to the applicant’s proposal, these requirements apply to all successful applicants.

**A. Evaluation**

If awarded, applicants will commit to measuring the effectiveness of the services or resources provided in their proposal and to use the results to improve the quality of their TA.

**B. Budgets**

If awarded, applicants will be required to submit a revised budget to the CDE during the contracting phase that will reflect any adjustments to the budget submitted with the application. The revised budget, scope of work, and tasks will be included in the contract for services. Budget reporting instructions will be sent to the awardee prior to the contract start date.

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

The maximum award for funding per county is determined by the funding formula (Attachment 3) and will not increase in any budget revision.

**C. Supplement versus Supplanting**

If awarded, applicants are to use program funds to supplement, not supplant, existing funding. Funding cannot be used to replace local, categorical, or federal expenditures in place prior to the start of the contract (*EC* sections 8483.5[e] and 8483.7[b]).

**D. Expenditure Reports**

The CDE will provide awardees with information on how, when, and where to submit progress reports, expenditure reports, and invoices.

**E. Use of California School Accounting Manual Object Codes**

Contractors are required to report expenditures in accordance with the object codes in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is accessible through the CDE California School Accounting Manual Web page at <http://www.cde.ca.gov/fg/ac/sa/index.asp>.

**F. Indirect Costs**

Indirect costs will be approved at the county's indirect cost rate or as approved by the CDE for the appropriate fiscal year. Current indirect cost rates for LEAs are available on the CDE Indirect Cost Rates Web page at <http://www.cde.ca.gov/fg/ac/ic>.

**G. Funding**

The maximum award for funding per county is determined by the funding formula developed by the CDE (see Attachment 3).

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

**VI. Scoring Rubric**

<b>1—Quality of Technical Assistance Plan</b>			
4 Advanced	3 Adequate	2 Partially Adequate	1 Inadequate
<p>The TA plan provides clear and convincing details on how TA activities will be successfully implemented, including:</p> <ul style="list-style-type: none"> <li>a. A specific timetable for implementation</li> <li>b. Identification of specific individual staff or consultants responsible for implementing the work</li> </ul>	<p>The TA plan provides a general description of how TA activities will be implemented, including:</p> <ul style="list-style-type: none"> <li>a. A timetable for implementation</li> <li>b. Identification of staff or consultants responsible for implementing the work</li> </ul>	<p>The TA plan provides a partial description of how TA activities will be implemented, including some, but not all of the following:</p> <ul style="list-style-type: none"> <li>a. A timetable for implementation</li> <li>b. Identification of staff or consultants responsible for implementing the work</li> </ul>	<p>The TA plan does not provide details on how TA activities will be implemented, such as:</p> <ul style="list-style-type: none"> <li>a. A timetable for implementation</li> <li>b. Identification of staff or consultants responsible for implementing the work</li> </ul>

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

<b>1—Quality of Technical Assistance Plan (Continued.)</b>			
<p>The application provides strong evidence of having the organizational capacity to effectively implement the strategic TA plan, including but not limited to a clear description of:</p> <ul style="list-style-type: none"> <li>a. Consultation with other counties</li> <li>b. Organizational structure</li> <li>c. Human resources and staff qualifications</li> <li>d. Budget</li> <li>e. Track record</li> </ul>	<p>The application provides evidence of having the organizational capacity to effectively implement the strategic TA plan, including:</p> <ul style="list-style-type: none"> <li>a. Organizational structure</li> <li>b. Human resources and staff qualifications</li> <li>c. Budget</li> <li>d. Track record</li> </ul>	<p>The application provides limited evidence of having the organizational capacity to effectively implement the strategic TA plan.</p> <ul style="list-style-type: none"> <li>a. Organizational structure</li> <li>b. Human resources and staff qualifications</li> <li>c. Budget</li> <li>d. Track record</li> </ul>	<p>The application lacks evidence of having the organizational capacity to effectively implement the strategic TA plan.</p> <ul style="list-style-type: none"> <li>a. Organizational structure</li> <li>b. Human resources and staff qualifications</li> <li>c. Budget</li> <li>d. Track record</li> </ul>

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

<b>1—Quality of Technical Assistance Plan (Continued.)</b>			
<p>The application makes a compelling case that the proposed TA activities will build the long-term capacity of expanded learning programs to deliver high-quality programs and includes a well-articulated TA plan for both:</p> <ul style="list-style-type: none"> <li>a. Follow-up training</li> <li>b. Mentoring and coaching</li> </ul>	<p>The application makes an adequate case that the proposed TA activities will build the long-term capacity of expanded learning programs to deliver high-quality programs and includes a TA plan for both:</p> <ul style="list-style-type: none"> <li>a. Follow-up training</li> <li>b. Mentoring and coaching</li> </ul>	<p>The application makes a limited case that the proposed TA activities will build the long-term capacity of expanded learning programs to deliver high-quality programs and does not include a TA plan for both:</p> <ul style="list-style-type: none"> <li>a. Follow-up training</li> <li>b. Mentoring and coaching</li> </ul>	<p>The application does not make a case that the proposed TA activities will build the long-term capacity of expanded learning programs to deliver high-quality programs and does not include a TA plan for either:</p> <ul style="list-style-type: none"> <li>a. Follow-up training</li> <li>b. Mentoring and coaching</li> </ul>

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

<b>2—Ability to work collaboratively and forge strategic partnerships</b>			
4 Advanced	3 Adequate	2 Partially Adequate	1 Inadequate
The application demonstrates strong collaboration with local stakeholders.	The application demonstrates adequate collaboration with key local stakeholders.	The application demonstrates limited collaboration with key local stakeholders in the field.	The application does not demonstrate collaboration with key local stakeholders in the field.
The application clearly demonstrates that strategic partnerships have been forged with key stakeholders in the field and that these partnerships have resulted in the leveraging of significant resources.	The application adequately demonstrates that strategic partnerships have been forged with key stakeholders in the field, resulting in the leveraging of resources.	The application demonstrates, to a limited degree, that partnerships have been forged with stakeholders in the field but does not demonstrate how these partnerships are strategic or how they result in the leveraging of resources.	The application does not demonstrate that partnerships have been forged with stakeholders in the field.
The roles and responsibilities of all stakeholders are clearly described.	The roles and responsibilities of all stakeholders are adequately described.	The roles and responsibilities of stakeholders are only partially described.	The roles and responsibilities of stakeholders are vague or not described.

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

<b>2—Ability to work collaboratively and forge strategic partnerships (Continued.)</b>			
There is a clear TA plan for monitoring the implementation of work to be performed by all partners and stakeholders identified above.	There is an adequate TA plan for monitoring the implementation of work to be performed by all partners and stakeholders identified above.	There is a limited TA plan for monitoring the implementation of work to be performed by partners and stakeholders.	There is no TA plan for monitoring the implementation of work to be performed by partners and stakeholders.
The application clearly describes collaboration and effective communication with the ASD (including the CDE program consultant and fiscal analyst assigned to the county/counties/region).	The application adequately describes collaboration and effective communication with the ASD (including the CDE program consultant and fiscal analyst assigned to the county/counties/region).	The application describes, to a limited degree, collaboration and effective communication with the ASD (including the CDE program consultant and fiscal analyst assigned to the county/counties/region).	The application does not describe collaboration and effective communication with the ASD (including the CDE program consultant and fiscal analyst assigned to the county/counties/region).

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

<b>3—Quality and Comprehensiveness of the Evaluation for Continuous Quality Improvement</b>			
4 Advanced	3 Adequate	2 Partially Adequate	1 Inadequate
<p>The application provides a clear, detailed, and effective TA plan for evaluating the proposed TA activities, including a detailed description of:</p> <ul style="list-style-type: none"> <li>a. How results will be measured and documented</li> <li>b. Who will perform the evaluation</li> <li>c. How results will be used to improve the quality of the program</li> <li>d. How TAPP collected data will be used to identify programs that are low performing and provide targeted TA to increase the programs quality</li> </ul>	<p>The application provides a general TA plan for evaluating the proposed TA activities and includes a general description of:</p> <ul style="list-style-type: none"> <li>a. How results will be measured</li> <li>b. Who will perform the evaluation</li> <li>c. How results will be used to improve the quality of the program</li> <li>d. How TAPP collected data will be used to identify programs that are low performing and provide targeted TA to increase the programs quality</li> </ul>	<p>The application provides a partial TA plan for evaluating the proposed TA activities and does not include details on all of the following:</p> <ul style="list-style-type: none"> <li>a. How results will be measured</li> <li>b. Who will perform the evaluation</li> <li>c. How results will be used to improve the quality of the program</li> <li>d. How TAPP collected data will be used to identify programs that are low performing and provide targeted TA to increase the programs quality</li> </ul>	<p>The application provides a vague TA plan for evaluating the proposed TA activities and does not include details on any of the following:</p> <ul style="list-style-type: none"> <li>a. How results will be measured</li> <li>b. Who will perform the evaluation</li> <li>c. How results will be used to improve the quality of the program</li> <li>d. How TAPP collected data will be used to identify programs that are low performing and provide targeted TA to increase the programs quality</li> </ul>

**System of Support for Expanded Learning  
Request for Applications for  
County Offices of Education  
2016–18**

<b>4—Budget</b>			
4 Advanced	3 Adequate	2 Partially Adequate	1 Inadequate
The methods used to determine the estimated costs of all TA activities are clearly documented and explained.	The methods used to determine the estimated costs of TA activities are adequately explained.	The methods used to determine the estimated costs of all TA activities are only partially explained.	The methods used to determine the estimated costs of all TA activities are not explained.



## Quality Standards for Expanded Learning Programs

After School Division of the California Department of Education

Approved on February 2014

1. **Safe and Supportive Environment**—The program provides a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students.
2. **Active and Engaged Learning**—Program design and activities reflect active, meaningful, and engaging learning that promotes youth collaboration and expands student horizons.
3. **Skill Building**—The program maintains high expectations for all students, intentionally links program goals, curricula, and 21<sup>st</sup> century skills by providing students with activities and opportunities to achieve mastery.
4. **Youth Voice and Leadership**—The program supports students in playing a meaningful leadership role in program design and implementation that is ongoing and authentic.
5. **Healthy Choices and Behaviors**—The program promotes student well-being through learning about and practicing balanced nutrition, physical activity, and healthy choices in a healthy environment.
6. **Quality Staff**—The program recruits and retains high quality staff and volunteers who create a positive learning environment for students and provides staff with ongoing professional development based on their identified needs.
7. **Diversity, Access, and Equity**—The program creates an environment in which diversity and equity are practiced and individuals are respected regardless of race, color, religion, sex, age, income, nationality, physical ability, and sexual orientation or gender identity.
8. **Clear Vision, Mission, and Purpose**—The program has a clear vision, mission, and goals reflecting broad stakeholder input that shaped the program design and implementation and it produces measurable outcomes used for continuous improvement.
9. **Collaborative Partnerships**—The program intentionally collaborates with internal and external stakeholders, including families, schools, and the community in order to achieve program goals.

10. **Continuous Quality Improvement**—The program uses data on a continuous basis from multiple sources to assess its strengths and weaknesses in order to improve program design, outcomes, and impact.
11. **Program Management**—The program has sound fiscal and administrative practices and well-defined and documented policies and procedures that at a minimum meet funding requirements.
12. **Sustainability**—The program builds long-term partnerships within and outside the community for securing in-kind and monetary contributions to sustain the program.

**Available Base Funding Per County Per Year**

<b>County</b>	<b>Region</b>	<b>Sites</b>	<b>Total</b>
1 ~ Alameda	4	178	\$210,520
2 ~ Alpine	3	1	\$5,680
3 ~ Amador	6	0	\$0
4 ~ Butte	2	40	\$73,160
5 ~ Calaveras	6	3	\$6,020
6 ~ Colusa	3	9	\$13,520
7 ~ Contra Costa	4	72	\$99,480
8 ~ Del Norte	1	6	\$16,990
9 ~ El Dorado	3	6	\$12,280
10 ~ Fresno	7	198	\$217,320
11 ~ Glenn	2	11	\$24,464
12 ~ Humboldt	1	30	\$65,200
13 ~ Imperial	9	37	\$52,880
14 ~ Inyo	10	0	\$0
15 ~ Kern	8	129	\$169,260
16 ~ Kings	7	28	\$39,520
17 ~ Lake	1	10	\$21,500
18 ~ Lassen	2	6	\$15,444
19 ~ Los Angeles	11	1258	\$952,820
20 ~ Madera	7	33	\$46,220
21 ~ Marin	4	11	\$18,740
22 ~ Mariposa	7	2	\$5,680
23 ~ Mendocino	1	21	\$49,250
24 ~ Merced	7	69	\$93,460
25 ~ Modoc	2	5	\$9,620
26 ~ Mono	10	2	\$5,880
27 ~ Monterey	5	56	\$79,240
28 ~ Napa	4	17	\$25,780
29 ~ Nevada	3	4	\$6,520
30 ~ Orange	9	240	\$256,600
31 ~ Placer	3	8	\$13,040
32 ~ Plumas	2	4	\$8,836
33 ~ Riverside	10	235	\$255,000
34 ~ Sacramento	3	169	\$214,220

<b>35 ~ San Benito</b>	<b>5</b>	<b>6</b>	<b>\$12,040</b>
<b>36 ~ San Bernardino</b>	<b>10</b>	<b>243</b>	<b>\$257,820</b>
<b>37 ~ San Diego</b>	<b>9</b>	<b>370</b>	<b>\$376,300</b>
<b>38 ~ San Francisco</b>	<b>4</b>	<b>94</b>	<b>\$126,960</b>
<b>39 ~ San Joaquin</b>	<b>6</b>	<b>108</b>	<b>\$161,720</b>
<b>40 ~ San Luis Obispo</b>	<b>8</b>	<b>16</b>	<b>\$25,440</b>
<b>41 ~ San Mateo</b>	<b>4</b>	<b>48</b>	<b>\$66,320</b>
<b>42 ~ Santa Barbara</b>	<b>8</b>	<b>44</b>	<b>\$59,960</b>
<b>43 ~ Santa Clara</b>	<b>5</b>	<b>142</b>	<b>\$173,280</b>
<b>44 ~ Santa Cruz</b>	<b>5</b>	<b>26</b>	<b>\$38,840</b>
<b>45 ~Shasta</b>	<b>2</b>	<b>43</b>	<b>\$81,332</b>
<b>46 ~ Sierra</b>	<b>3</b>	<b>0</b>	<b>\$0</b>
<b>47 ~ Siskiyou</b>	<b>2</b>	<b>21</b>	<b>\$43,204</b>
<b>48 ~ Solano</b>	<b>4</b>	<b>30</b>	<b>\$40,200</b>
<b>49 ~ Sonoma</b>	<b>1</b>	<b>44</b>	<b>\$95,600</b>
<b>50 ~ Stanislaus</b>	<b>6</b>	<b>93</b>	<b>\$126,620</b>
<b>51 ~ Sutter</b>	<b>3</b>	<b>13</b>	<b>\$19,940</b>
<b>52 ~ Tehama</b>	<b>2</b>	<b>28</b>	<b>\$53,672</b>
<b>53~ Trinity</b>	<b>2</b>	<b>7</b>	<b>\$16,468</b>
<b>54 ~ Tulare</b>	<b>7</b>	<b>115</b>	<b>\$164,100</b>
<b>55 ~ Tuolumne</b>	<b>6</b>	<b>4</b>	<b>\$6,360</b>
<b>56 ~ Ventura</b>	<b>8</b>	<b>72</b>	<b>\$99,480</b>
<b>57 ~ Yolo</b>	<b>3</b>	<b>17</b>	<b>\$26,460</b>
<b>58 ~ Yuba</b>	<b>3</b>	<b>18</b>	<b>\$26,840</b>
<b>Grand Total</b>			<b>\$5,183,100</b>

## Budget Description/Justification Template

County Office: \_\_\_\_\_ Date: \_\_\_\_\_

Region Number: \_\_\_\_\_

A two-year budget (2016–17 and 2017–18) is required for funding. Provide a brief description of the purpose of each budget line item shown on the next several pages.

### **Object Code 1000: Certificated Personnel Salaries**

Include all positions (state position title and full-time employee (FTE), number of days, rate of pay), include a brief description of job duties that are funded either in part or in whole, and resume. Example: Regional consultant .50 FTE—annual salary of \$50,000 x .50.

--

**Object Code 2000: Classified Personnel Salaries**

Include all positions (state position title and FTE, number of days, rate of pay), include a brief description of job duties that are funded either in part or in whole, and resume. Example: Attendance Clerk .10 FTE—annual salary of \$35,000 x .10.

--

**Object Code 3000: Employee Benefits**

List the amount of benefits for each position, if applicable. Example: Benefits for Regional Consultant—19% of total salary x .25 FTE.

--

**Object Code 4000: Books and Supplies**

Costs for instructional materials and other supplies must be identified separately. Provide examples of what will be purchased or other justification. Example: general office supplies @ \$25 per month x 12 months x 10 sites = \$3,000.

**Object Code 5000: Services and Other Operating Expenditures**

Include other services, excluding any sub grants for your region.

**Object Code 5100: Sub-agreement for Services**

List services to be provided by the other agencies or service providers in the region through subcontracts. Include all positions (state position title and FTE, number of days, rate of pay), include a brief description of job duties that are funded either in part or in whole, and resume.

--

**Object Code 5200: Travel, Intra-regional**

List travel within your region as a single line item.

--

**Object Code 5200: Travel, Inter-regional**

List travel outside of your region but within California.

--

**Object Code 5800: Professional/Consulting Services and Operating Expenses**

List services to be provided by the other agencies or service providers in the region using sub-contracts.

--

**Object Code 6000: Equipment**

List any equipment (separately) that you propose to purchase to support regional grantees or prospective grantees.

A large, empty rectangular box with a thin black border, intended for listing equipment to be purchased to support regional grantees or prospective grantees.

## Application Checklist

The Application Checklist shall consist of all required items in the following order as listed below:

- Application Checklist
- Cover Page (with Authorized Agent or designee signature in **blue ink**)
- Counties to be Served
- Technical Assistance Plan Criteria Narrative
- Budget Description/Justification Template
- Memorandums of Understanding with any subcontractors and/or collaborative partners (submit as attachments)