



**REGIONAL AFTER SCHOOL
TECHNICAL ASSISTANCE SYSTEM**

**REQUEST FOR APPLICATION for
COUNTY OFFICES OF EDUCATION**

2015–16

Letter of Intent Due
September 30, 2014

Proposal Due
December 1, 2014

California Department of Education
After School Division 1430 N Street, Suite 3400
Sacramento, CA 95814

Cover Page

Mail signed original and two (2) copies to:

California Department of Education
 After School Programs Office
 1430 N Street, Suite 6408
 Sacramento, CA 95814
 ATTN: RTAF Application

Email for questions:
afterschool@cde.ca.gov

Name of County Office of Education:	
County 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 Base Amount Requested in this application:	
Total Supplemental Amount Requested in this application:	
Total Amount Requested:	
Signature of Authorized Agent:	

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CRITICAL DATES FOR THE REQUEST FOR APPLICATIONS

Dates	Critical Events
September 2014	Posting of the Request for Application (RFA) on the California Department of Education's, Before and After School Web page at http://www.cde.ca.gov/ls/ba/ . Questions regarding this RFA may be directed to the Quality Support Office by phone at 916-319-0923.
September 30, 2014	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.
December 1, 2014	Applications must be received by 5:00 p.m. on December 1, 2014.
February 3-5, 2015	The CDE will host a Panel Review in Sacramento, CA, for the evaluation, reading, and scoring of grant applications.
February 2015	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.)
February 23, 2015	The After School Division staff will contact selected applicants to conduct an in-person interview to seek clarification on key issues raised by panelists during the review process.
February 2015	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.
March 2015	Final funding list will be posted on the CDE Before and After School Web page.
April 2015	The CDE will develop 2-year contracts for services with successful applicants. The contract will be comprised of services required by the CDE and may contain tasks proposed in the application.

INTRODUCTION

The After School Division (ASD) invites California County Offices of Education (COEs) with federal 21st Century Community Learning Centers (CCLC) and/or After School Education and Safety (ASES) sites in their county to apply for funding for the Regional After School Technical Assistance System (RASTAS) through a request for applications (RFA).

The purpose of the RASTAS funding is to build the capacity of after school/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 5.

The applicant will develop a plan to address the TA needs in the county or select counties it proposes to serve. These TA needs will be determined through a coordinated, comprehensive regional scan of TA needs. In addition to developing a TA plan, the applicant must demonstrate the capacity to implement the plan; make a compelling case for the requested funding; and explain how the TA services will be evaluated.

Note: While the scan must be conducted for all counties within the region, and conducted collaboratively with the other counties, applicants may apply to serve only one county or a cluster of counties within the region.

A. Two-Tiered System of Support

Beginning in Fiscal Year (FY) 2015–16, the CDE will contract for services for TA in two tiers. Tier 1 will fund qualified COEs to provide broad-based and foundational TA and services to ELPs based on a comprehensive regional scan of the region to increase ELP capacity to meet statutory requirements. The second tier of funding—Special Initiative Funding—will begin in FY 2016–17. Both tiers of TA funding will be awarded through a competitive process and managed through a contract for services with the CDE.

B. Rationale for the New Technical Assistance Model

In 2005, when Proposition 49 established the ASES state funded after school programs administered by the 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 Association (CCSESA) regions.

The after school providers have greatly benefited from this system. There are now over 4,400 sites offering academic support for students before school, after 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.” Now after school programs are part of a larger trend of “expanded learning programs,” providing educational opportunities in many ways for students who have little or no access to educational supports.

The After School Division (ASD) within the CDE 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.

C. Who May Apply

The Tier 1 Technical Assistance Funding RFA is limited to California COEs with federal 21st CCLC and/or ASES sites in their county. This is a competitive process. The RFA is open to all COEs that meet the eligibility described above and is not limited to the county offices currently receiving TA funding from the CDE under the RASTAS structure in the 11 CCSESA regions.

D. Application Process

There are four major components of this application process:

1. Comprehensive regional scan
2. Application completion and submittal
3. Interview of selected qualified applicants
4. Regional contract development, execution, and implementation

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

E. Base and Supplemental Funding Requests

Applicants may apply for two types of funding—**base funding** and **supplemental funding**.

Base Funding

Base funding is awarded to provide immediate TA services, beginning in 2015-16, to ELPs in the applicant's service area. Base Funding amounts are set by a formula determined by the number of CDE-funded ELPs in each county. (See Attachment 6 for available funding per county.)

Supplemental Funding

A one-time allocation of supplemental funding is available during FY 2015–16 for an in-depth focus on one of six areas:

1. Transitioning to the Common Core State Standards (CCSS) and integrating CCSS into expanded learning programs
2. Expanding parent engagement in ELPs
3. Infusing the arts into ELPs
4. Addressing the obesity crisis through nutrition education and physical activity
5. Enhancing middle-school programming
6. Advancing year-round programs

Note: We will also consider proposals to target an exceptional need that is unique to a region and not addressed above.

The amount requested should be based on the number and specific needs of programs to be served through the supplemental funds and should not exceed the amount requested in base funding. The applicant must demonstrate how the supplemental funds will be used to go above and beyond the scope of work proposed in the base funding application.

Please note that if area 1 or 2 is selected for supplemental funding, it should emerge as a priority in the Report of Findings for the Regional Scan of Technical Assistance and also be addressed in the plan proposed in the base-funding application. If areas 3 through 6 are selected, applicants must submit documentation to demonstrate a high need in the area and propose a compelling plan to address the need.

INSTRUCTIONS FOR COMPLETING THE APPLICATION

The application will be completed and submitted to the CDE in hard copy form. (The instruments used to conduct the scan, as well as the aggregate data collected through the scan, will be submitted as attachments.) All components of the application must be completed and submitted to the CDE on or before 5 p.m. on December 1, 2014, in order to be included in the competition for funding. Incomplete applications will not move forward to the panel, read, or scored.

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 will only allow the applicant to resubmit the entire application prior to the submission deadline if errors or document submissions are necessary.

A. Application Process

The following steps outline the application process for applicants to follow in submitting the application to the CDE:

1. All applicants shall submit a Letter of Intent to Apply by September 30, 2014 (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 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 needs of the region as a whole be identified. In an effort to leverage resources, applicants must show evidence of coordination with other COEs in completing the comprehensive Regional Scan of Technical Assistance. Be sure to complete the Collaborative Signatures Form for the Regional Scan for Technical Assistance (Attachment 2). We also recommend that applicants coordinate with regional TA providers, a variety of stakeholders, and after school /ELP service providers. Minimally, the scan should include grantee data, available from the CDE (e.g., number of regional programs, attendance data, funding data) as well as county-level needs (rated high, moderate, or little) in specific areas. These areas are identified in Attachment 3 (Template for Reporting the Findings of the Regional Scan for Technical Assistance). The tool(s) utilized to conduct the regional scan will be determined at the local level. To avoid duplication in the data collection process counties within a region should coordinate and agree upon the selection and/or development of tools. In reporting the findings of the regional scan, applicants must use the template in Attachment 3. Please also see Section 1 of the Scoring Rubric (Attachment 4) to understand how reviewers will evaluate the Report of Findings of the Regional Scan of Technical Assistance.

3. Application Narrative: In completing the Application Narrative, applicants should address, in a document of their own, the prompts that follow each scoring criterion and also refer to the Scoring Rubric, which is provided in Attachment 4. Panel members will be instructed to take a holistic approach in the application review process to rank and score the application. Applicants may consider submitting additional information that will provide a well-rounded picture of services and resources available to support ELPs to build capacity and quality programs.
4. Application Submission: Applicants must mail the original signed application **plus** two copies of the packet to:

California Department of Education
After School Division
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
Attention: Regional Technical Assistance (Tier 1)

Applications must be received by 5:00 p.m. on December 1, 2014.

B. Help Desk

The Help Desk is available to respond to clarifying questions regarding the RFA. Applicants should submit requests for clarification to afterschool@cde.ca.gov, and write "RASTAS RFA Question" in the subject line. The CDE will not provide support for determining or identifying collaborative regional partners, or coordination of COEs to conduct the regional scan. To ensure that all applications have access to the responses provided by the Help Desk, the CDE will post answers to applicants' questions on its Web site at www.cde.ca.gov/.

C. 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 sub-contracts with other TA providers in their region. Applicants must ensure that all subcontracts that are included in the proposal are completed prior to contract development. The applicant must minimally submit, as attachments, memoranda of understanding between the applicant and each of the proposed subcontractors as part of this application.

APPLICATION NARRATIVE FOR BASE FUNDING

Guidelines for Completing the Narrative

1. Create a separate document to respond to the narrative.
2. To format the document, use Ariel font, size 12 and one-inch margins.
3. Address the prompts for each of the seven criteria below.
4. Refer to the Scoring Rubric, in Attachment 4, to understand how responses will be evaluated by the review panel.
5. Include any supportive documentation, such as memoranda of understanding, as attachments to the application.
6. 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: The thoroughness and quality of the Report of Findings of the Regional Scan for Technical Assistance.

- Refer to the Template for Reporting the Findings of the Regional Scan for Technical Assistance (Attachment 3) for instructions on completing this section.
- Also refer to Sections 1A and 1B of the Scoring Rubric (Attachment 4) to understand how reviewers will evaluate responses to this section.

Criterion 2: The quality of the plan to address the needs identified in the Report of Findings of the Regional Scan for Technical Assistance.

- Describe your plan for meeting the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.
- Include specific activities you will implement to address each high priority need.
- For each activity, provide specific details on its implementation, including the implementation timeline (with interim benchmarks), staffing (employees and/or consultants), and estimated costs.

Criterion 3: Evidence of the applicant's organizational capacity to effectively implement all of the activities proposed in the plan, including site-visits, workshops, conferences, mentoring, coaching, and ongoing and site-based professional development.

Describe your organization and its capacity for implementing the plan described in the previous section, including but not limited to:

- Organizational structure
- Staffing and staffing qualifications:
 - What are the staffing resources and needs of the organization?
 - What are the qualifications of staff directly providing TA services?
 - Will it be necessary to hire additional staff and/or consultants to complete the proposed scope of work?

Criterion 4: The likelihood that the proposed technical assistance activities will build the long-term capacity of expanded learning programs to deliver high-quality programs.

- How will the proposed activities support the continuous improvement of expanded learning programs and build their long-term capacity and to deliver high-quality programs?
- What mentoring and coaching will be necessary to ensure that the activities funded by the grant have long-term impact?

Criterion 5: The reasonableness of the funding request, given the technical assistance plan proposed.

- Does the budget clearly align with the activities proposed in the narrative?
- Does the budget fully fund the proposed activities? Does it address services provided by sub-contractors?
- Are the methods to determine the estimated costs of TA activities clearly documented and explained?

Criterion 6: The quality and comprehensiveness of the evaluation plan for measuring outcomes and the methodology for using the outcome measures for continuous quality improvement in the technical assistance provided to ELPs.

- What is the plan for evaluating TA services?
- How will results be measured?
- How will results be used to improve the quality of services provided to ELPs.

Criterion 7: 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 and statewide.

- Identify the stakeholders that you will collaborate and/or partner with and describe their roles and responsibilities.
- What resources will be leveraged through the above collaborations and/or partnerships?
- How will you coordinate and monitor the work of all parties?

Additional Guidance

- Include any additional information that you feel would strengthen your case for RASTAS funding. *Be succinct and do not repeat information already covered in the narrative discussion of the funding criteria.*
- Include, as attachments to the application, memoranda of understanding with collaborative partners and sub-contractors to be engaged in the proposed scope of work.

APPLICATION NARRATIVE FOR SUPPLEMENTAL FUNDING

Applicants requesting supplemental funds must submit compelling documentation to demonstrate the need as well as their organizational capacity to effectively implement their proposed plan to address the identified need.

1. Targeted Area of Need
 - Briefly describe the area of need targeted for supplemental technical assistance.
2. Demonstrated Need
 - Document the need for technical assistance in this area.
3. Proposed Plan to Address Need
 - Present the proposed plan to effectively address the need identified above.
 - Include specific activities and an implementation timeline (with interim benchmarks), as well as staffing needs and estimated costs.
4. Describe your organizational capacity to implement the activities proposed above.
5. Explain how the proposed work will result in long-term and sustainable improvement, at the site-level, in this area.

Additional Guidance

- Be sure to incorporate the proposed activities into the budget description/justification (Attachment 7). It is a common template for both the base and supplemental applications.
- While a two-year budget (2015-16 and 2016-17) is required for base funding, the supplemental funds are a one-time allocation and should be spent during the 2015-16 year. When completing the budget template on Attachment 7, be sure to specify whether each budget item line pertains to activities proposed in the base or supplemental application.

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 8) for directions on submitting a completed application. The CDE will only allow completed applications to be reviewed and scored by the panel.

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 (Attachment 4) to review and evaluate all applications.

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

C. Interview

This next phase applies only to those applicants who received a high ranking in the panel review process. 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 fund" list of successful RASTAS counties will be published on the CDE web site.

D. Appeals

Once the "Intent to Fund" 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 contract will specify CDE required services and may include work proposed by the applicant in the supplemental application. The final contract may include adjustments to the scope of work to ensure the necessary level of services to the region.

The effective contract date will be July 1, 2015 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 21st CCLC grant award and finalization of the state budget for fiscal year 2015–16.

Funds will be made available as described in each individual contract administered to COEs. Contract language may vary for each of the COEs providing RASTAS. 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 outcomes measures, and expenditure reports.

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

REPORTING REQUIREMENTS

While each contract will be individualized to the applicant's proposal, there are certain common requirements that apply to all successful applicants.

A. Evaluation

Successful 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. A plan for evaluation needs to be documented in the Application Narrative, and applicants will be held accountable for implementing the plan.

B. Budgets

Awardees 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 that will be developed in Phase IV of this process. Budget reporting instructions will be sent to the awardee prior to the contract start date.

C. Supplement versus Supplanting

Awardees are to use program funds to supplement, not supplant, existing funding. Tier 1 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/fq/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 Local Educational Agencies are available on the CDE Indirect Cost Rates Web page at <http://www.cde.ca.gov/fq/ac/ic>.

G. Funding Limitations

The maximum award for base funding is determined by the number of programs to be served by the applicant. Applicants must request an amount that reflects these limitations. The review panel can recommend partial funding of a contract request for supplemental funding where the funding requested is not reasonable for the proposed activities or where the supporting documentation submitted with the application does not justify the funding request.

ATTACHMENT 1

Letter of Intent to Apply

After School Division Regional Technical Assistance Funding

Applicants intending to apply for Regional Technical Assistance Funding must complete the sections below and return this Letter of Intent to Apply form to the ASD by September 30, 2014. This Letter of Intent to Apply will enable CDE to prepare the grant application review process.

Applicants can e-mail the Letter of Intent to afterschool@cde.ca.gov.

Applicants can fax the Letter of Intent to 916-319-0221.

Applicants can mail the Letter of Intent to:

California Department of Education
After School Division
1430 N Street, Suite 3400
Sacramento CA 95814

Please type or print all of the following:

County Name:
Region:
Contact Person:
Title:
Email address:
Mailing Address:
City:
Zip Code:
Telephone: Fax:
Identify which counties you propose to serve in the region:

ATTACHMENT 2

Collaborative Signatures for Regional Scan for Technical Assistance

The Regional Scan for Technical Assistance shall be developed in collaboration with each of the COEs in the region. Coordination will ensure that a common set of data are used to inform the TA needs identified in individual county proposals. COEs will work together and use locally designed instruments to assess regional TA needs. Individual county proposals will include these data in the development of their plans. By signing below, county superintendents indicate their approval of the Regional Scan for Technical Assistance. (Note: Electronic signatures are acceptable.)

Name of Collaborative Member:	
Professional Title of Collaborative Member:	
COE Name:	
COE Address:	
COE City, State, Zip Code:	
Signature and Date	
Name of Collaborative Member:	
Professional Title of Collaborative Member:	
COE Name:	
COE Address:	
COE City, State, Zip Code:	
Signature and Date	
Name of Collaborative Member:	
Professional Title of Collaborative Member:	
COE Name:	
COE Address:	
COE City, State, Zip Code:	
Signature and Date	
Name of Collaborative Member:	
Professional Title of Collaborative Member:	
COE Name:	
COE Address:	
COE City, State, Zip Code:	
Signature and Date	
Name of Collaborative Member:	
Professional Title of Collaborative Member:	
COE Name:	
COE Address:	
COE City, State, Zip Code:	
Signature and Date	

ATTACHMENT 3

Template for Reporting the Findings of the Regional Scan for Technical Assistance

Directions for Completing the Template:

1. Address all questions, using the tables provided.
2. When completing Sections D1 through D9, report findings for each county that you are proposing to serve. Assess the general level of need at the county level, rather than within a specific area within the county. For example, if most programs in a county are strongly aligned with the Common Core Standards, but a few programs are not, identify the technical assistance need for that county as “moderate.”
3. Address the needs of each county for which you are applying to provide technical assistance. If you are applying to serve multiple counties, you may need to duplicate, insert, and complete copies of certain pages in this template.
4. Provide attachments of all assessment tools and instruments used in the region-wide scan (e.g., survey questions, structured interview questions, focus group questions) as well as the aggregated data obtained through these assessment instruments.

A. Counties to Be Served

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

B. Table 1: Strategies to Assess Regional Needs

Directions: Identify (Select Box) all strategies used to assess the needs of ELPs in each county in the region. For each strategy, identify who was assessed and the number of respondents.

Note: Duplicate, insert, and complete additional copies of this page as necessary to address each county in the region.

County	Strategy	Number of Respondents
County Name:	<input type="checkbox"/> Survey	Program Directors: Program Coordinators: Other (_____): Other (_____):
	<input type="checkbox"/> Focus group	Program Directors: Program Coordinators: Other (_____): Other (_____):
	<input type="checkbox"/> Interviews	Program Directors: Program Coordinators: Other (_____): Other (_____):
	<input type="checkbox"/> Other:	Program Directors: Program Coordinators: Other (_____): Other (_____):
County Name:	<input type="checkbox"/> Survey	Program Directors: Program Coordinators: Other (_____): Other (_____):
	<input type="checkbox"/> Focus group	Program Directors: Program Coordinators: Other (_____): Other (_____):
	<input type="checkbox"/> Interviews	Program Directors: Program Coordinators: Other (_____): Other (_____):
	<input type="checkbox"/> Other:	Program Directors: Program Coordinators: Other (_____): Other (_____):

C. Sampling Strategy

If county-level data were collected through sampling methods, describe the sampling strategy employed and the efforts made to attain a representative sample for each county. You may duplicate this page if you need additional space.

D. Technical Assistance Needs per County

1. Based on the results of the regional scan, complete Sections D1 through D9 using **Table 2** on the next page. Note: Complete the table for **only** the county or counties that the applicant proposes to serve.
2. Complete at least one page for each of the nine sections (D1 through D9). Within any one section, there may be multiple areas of need that emerge from the Regional Scan for Technical Assistance. In this case, duplicate, insert, and complete a separate page for each of the areas of need.
3. Include only the counties for which you are applying to provide technical assistance. For each county that you list, assess its level of need, using the following rating system:

High Need	The county has a high need for technical assistance in this area
Moderate Need	The county has a moderate need for technical assistance in this area
Little need	The county has mastered that content area.

4. In sections D-1 through D9, the descriptions in the grey boxes reflect what ELPs are either required to do, in accordance with federal and/or state statute, or highly encouraged to do in order to operate a quality program.
5. Please note that the examples of technical assistance need, which follow each section (D1 through D9), are for illustrative purposes only. The actual needs that applicants identify should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.

Table 2: Use to Complete Sections D1 through D 9

Section: _____		
Area of Need	County	Technical Assistance (TA) Need level
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need
	County Name:	<input type="checkbox"/> High Need <input type="checkbox"/> Moderate Need <input type="checkbox"/> Little need

D1. Program Design and Assessment

Quality expanded learning programs are intentionally designed to achieve clearly defined and measurable goals. These goals are based on data (e.g., attendance data, survey data, self-assessment data), which are collected and analyzed on a regular basis and used to assess and improve the program's effectiveness.

Examples of needs for technical assistance include:

- Conducting a self-assessment
 - Collecting and analyzing data
 - Designing and administering effective surveys and other instruments to assess program effectiveness
 - Setting and refining goals based on data
 - Implementing attendance trackers
- ✓ **Use Table 2 to complete this section.**
- ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

D2. Program Environment and Safety

Quality expanded learning programs provide a safe, healthy and nurturing environment for all youth and ensure that students are physically and emotionally secure, respected, and accepted for who they are.

Examples of needs for technical assistance include:

- Developing a comprehensive safety plan aligned with the instructional day
 - Developing cultural awareness among staff and students
 - Bullying prevention strategies
- ✓ **Use Table 2 to complete this section.**
- ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

D3. Academic Support

Programs provide high-quality academic support, which is aligned with the academic content taught during the regular school day and supports mastery of state academic standards (CCSS). (California *Education Code* (EC) Section 8482).

Examples of needs for technical assistance include:

- Integration of the common core state standards
 - Coherence with the instructional day.
 - Effective strategies for homework assistance
 - Incorporation of active and engaged learning
 - Academic support for English learners
-
- ✓ **Use Table 2 to complete this section.**
 - ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

D4. Academic Enrichment

Academic enrichment activities are provided to all students and are designed to reinforce and complement the regular day academic program. (EC Section 8482).

Examples of needs for technical assistance include:

- Incorporation of STEM activities
 - Integration of the Visual and Performing Arts
 - Introduction to Career Technical Education
-
- ✓ **Use Table 2 to complete this section.**
 - ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

D5. Recruitment and Retention of Highly Skilled and Committed Staff

An effective plan and incentive system is in place for recruiting and retaining highly skilled and committed staff.

Examples of needs for technical assistance include:

- Developing incentives to draw high-quality staff
 - Working with local colleges to recruit math and English majors
-
- ✓ **Use Table 2 to complete this section.**
 - ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

D6. Targeted Professional Development

Relevant and ongoing professional development, which promotes quality programs and is based on assessed needs, is provided to all staff.

Examples of needs for technical assistance include:

- Design of training modules to target high-priority needs, as determined by data
 - Follow-up training to reinforce strategies introduced in professional development
-
- ✓ **Use Table 2 to complete this section.**
 - ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

D7. Family Engagement

Programs continuously reach out to parents and engage them as partners in their children's learning.

Examples of needs for technical assistance include:

- Assessing the literacy needs of students' family members and development of resources to address these needs (e.g. referring families to existing services or coordinating with local service providers to deliver literacy and educational development services).
 - Planning and implementation of events to effectively engage parent involvement.
- ✓ **Use Table 2 to complete this section.**
- ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

D8. Youth Involvement

Students are engaged in the shared leadership, design, and implementation of the expanded learning program.

Examples of needs for technical assistance include:

- Developing student leadership skills and opportunities
 - Empowering students to design and develop programs
- ✓ **Use Table 2 to complete this section.**
- ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

D9. Collaborative Partnerships and Sustainability

Collaborative partnerships are forged with families, community organizations, government agencies, and the private sector in order to leverage resources and ensure the sustainability of the expanded learning program during and beyond the life of the grant.

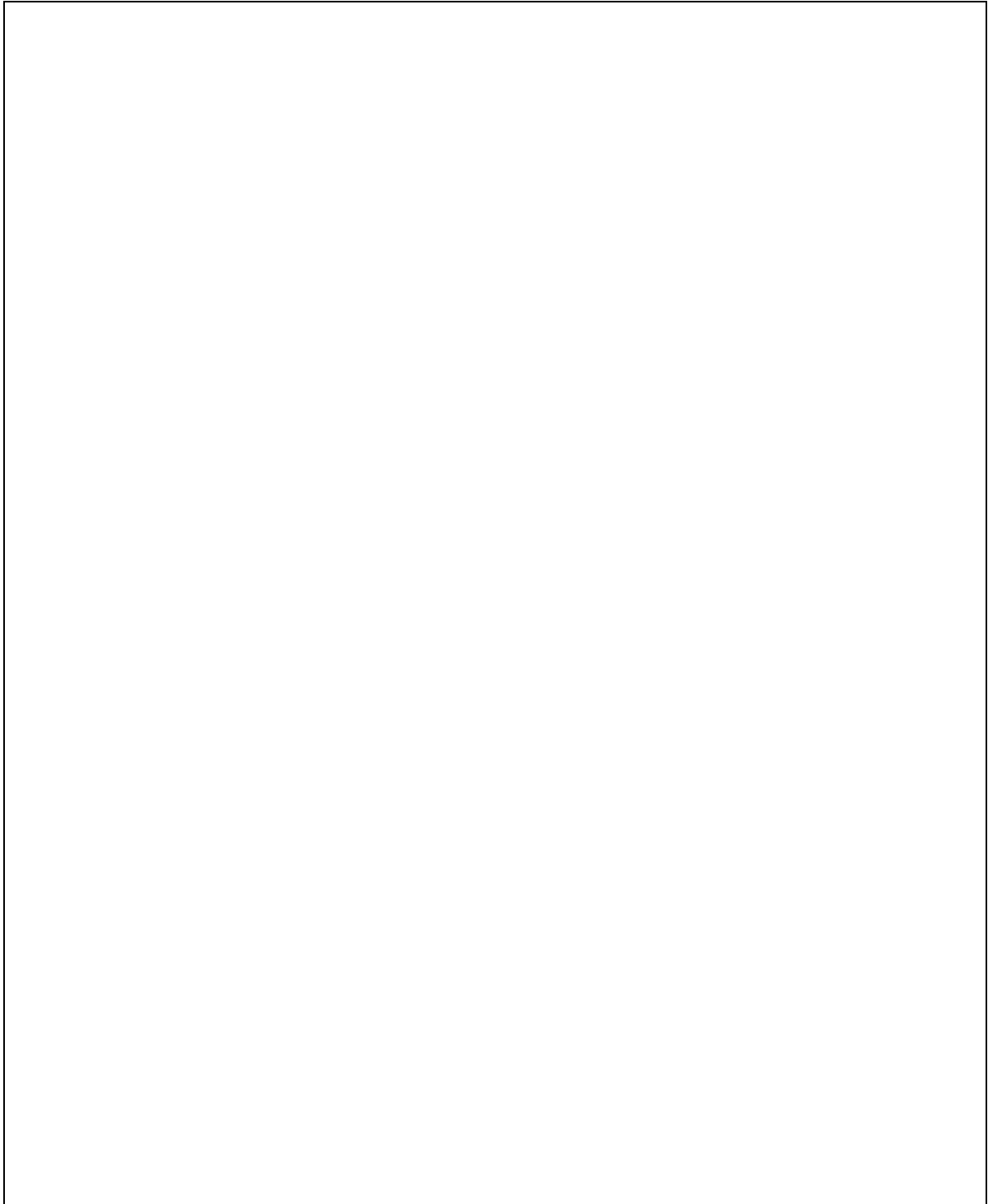
Examples of needs for technical assistance include:

- Identifying potential partners in the community
- Developing effective outreach strategies
- Planning for sustainability
- Securing new resources
- Developing a clear vision and mission
- Working with community associations to recruit retired professionals to volunteer as tutors or mentors

- ✓ **Use Table 2 to complete this section.**
- ✓ **The examples are for illustrative purposes only. The content should stem directly from the Regional Scan for Technical Assistance conducted by the applicant.**

E. Summary of Needs

Summarize the significant strengths and weaknesses of ELPs by county. You may duplicate this page if you need additional space.

A large, empty rectangular box with a thin black border, intended for the user to write a summary of strengths and weaknesses of ELPs by county. The box occupies most of the page below the instructions.

F. High Priority Needs for Technical Assistance

Identify the highest priority needs for technical assistance.

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above. The box occupies most of the page's vertical space below the text.

Attachment 4

Scoring Rubric

1 A – Report of Findings of the Regional Scan for Technical Assistance: Quality and Thoroughness			
Evaluating the level to which applicants assess the needs of all counties in the region.			
4	3	2	1
The tools developed for the Regional Scan of Technical Needs (submitted as attachments) clearly demonstrate strong collaboration with fellow COEs in the region and with other key regional stakeholders.	The tools developed for the Regional Scan of Technical Needs (submitted as attachment) adequately demonstrate collaboration with fellow COEs in the region and with other key regional stakeholders.	The tools developed for the Regional Scan of Technical Needs (submitted as attachment) only partially demonstrate collaboration with fellow COEs in the region and with other key regional stakeholders.	The tools developed for the Regional Scan of Technical Needs (submitted as attachment) do not demonstrate collaboration with fellow COEs in the region and with other key regional stakeholders.
The aggregated data from the Regional Scan for Technical Assistance (submitted as attachments) clearly demonstrate strong collaboration with fellow COEs in the region and other regional stakeholders.	The aggregated data from the Regional Scan for Technical Assistance (submitted as attachments) adequately demonstrate collaboration with fellow COEs in the region and other regional stakeholders.	The aggregated data from the Regional Scan for Technical Assistance (submitted as attachments) only partially demonstrate collaboration with fellow COEs in the region and other regional stakeholders.	The aggregated data from the Regional Scan for Technical Assistance (submitted as attachments) do not demonstrate collaboration with fellow COEs in the region and other regional stakeholders.
The report of findings reflects strong input from a diverse group of key Expanded Learning Program (ELP) stakeholders; the number of respondents for each stakeholder group reflects a high level of participation.	The report of findings reflects adequate input from key ELP stakeholder groups; the number of respondents for each stakeholder group reflects an adequate level of participation.	The report of findings reflects limited input from ELP stakeholders; the number of respondents for each stakeholder group reflects limited participation.	The report of findings reflects no input from ELP stakeholders.
A clear description of the sampling strategy is provided; the sample is strongly representative of ELPs in each county in the region.	A general description of the sampling strategy is provided; the sample is adequately representative of ELPs in each county in the region.	A description of the sampling strategy is partially provided; the sample size is too small to adequately represent the ELPs in each county in the region.	A description of the sampling strategy and/or population is vague or is not provided.

1B– Report of Findings of the Regional Scan for Technical Assistance: Quality and Thoroughness			
Evaluating the level to which applicants address the needs of the county or counties they propose to serve.			
4	3	2	1
The needs for technical assistance (TA) are clearly identified and distinguished by county (i.e., for each county that the applicant proposes to serve.)	The needs for TA are adequately identified and distinguished by county.(i.e., for each county that the applicant proposes to serve.)	The needs for TA are only identified but only partially distinguished by county. (i.e., for each county that the applicant proposes to serve.)	The needs for TA are not distinguished by county. (i.e., for each county that the applicant proposes to serve.)
The needs for TA are strongly consistent with the data collected in the regional scan (i.e., for each county that the applicant proposes to serve.)	The needs for TA are generally consistent with the data collected in the regional scan. (i.e., for each county that the applicant proposes to serve.)	The needs for TA only partially reflect the data collected in the regional scan. (i.e., for each county that the applicant proposes to serve.)	The needs for TA do not reflect the data collected in the regional scan. (i.e., for each county that the applicant proposes to serve.)
A clear summary of ELP strengths and weaknesses is provided for each county that the applicant proposes to serve.	A general summary of ELP strengths and weaknesses is provided for each county that the applicant proposes to serve.	A summary of ELP strengths and weaknesses is partially provided for counties that the applicant proposes to serve	The summary of strengths and weaknesses is minimal or absent.
The report clearly identifies the highest priority needs for TA in convincing detail.	The report adequately identifies the high priority needs for TA.	The report only partially identifies the high priority needs for TA.	The report does not identify the high priority needs for TA.

2 – Quality of TA Plan			
4	3	2	1
The plan directly aligns with and responds to the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.	The plan generally aligns with and responds to the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.	The plan only partially aligns with or responds to the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.	The plan does not align with or respond to the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.
The plan identifies clear, specific, and strategic activities to effectively address the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.	The plan provides a general description of TA activities to address the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.	The plan provides a limited description of TA activities to address the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.	The plan provides a vague description of TA activities to address the high priority needs identified in the Report of Findings of the Regional Scan for Technical Assistance.
The plan provides clear and convincing details on how TA activities will be successfully implemented, including: <ul style="list-style-type: none"> a. A specific timetable for implementation b. Identification of specific individuals (staff or consultants) responsible for implementing the work. c. Estimated costs of completing the activities. 	The plan provides a general description of how TA activities will be implemented, including: <ul style="list-style-type: none"> a. A timetable for implementation b. Identification of staff or consultants responsible for implementing the work. c. Estimated costs of completing the activities. 	The plan provides a partial description of how TA activities will be implemented, including: some but not all of the following: <ul style="list-style-type: none"> a. A timetable for implementation b. Identification of staff or consultants responsible for implementing the work. c. Estimated costs of completing the activities. 	The plan does not provide details on how TA activities will be implemented, such as: <ul style="list-style-type: none"> a. A timetable for implementation b. Identification of staff or consultants responsible for implementing the work. c. Estimated costs of completing the activities

3 – Organizational Capacity			
4	3	2	1
<p>The application provides strong evidence of having the organizational capacity to effectively implement the strategic plan, including but not limited to a clear description of:</p> <ul style="list-style-type: none"> • Organizational structure • Human resources and staff qualifications • Budget • Track record 	<p>The application provides evidence of having the organizational capacity to effectively implement the strategic plan, including:</p> <ol style="list-style-type: none"> a. Organizational structure b. Human resources and staff qualifications c. Budget d. Track record 	<p>The application provides limited evidence of having the organizational capacity to effectively implement the strategic plan.</p>	<p>The application lacks evidence of having the organizational capacity to effectively implement the strategic plan.</p>

4 –Building Long-term Capacity of Expanded Learning Programs			
4	3	2	1
<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 plan for:</p> <ol style="list-style-type: none"> a. Follow-up training b. Mentoring and coaching 	<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 plan for both:</p> <ol style="list-style-type: none"> a. Follow-up training, and b. Mentoring and coaching 	<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 plan for both:</p> <ol style="list-style-type: none"> a. Follow-up training, and b. Mentoring and coaching 	<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 plan for either:</p> <ol style="list-style-type: none"> a. Follow-up training, or b. Mentoring and coaching

5 – Funding Reasonableness			
4	3	2	1
The budget is clearly aligned with the TA plan and fully funds all proposed TA activities.	The budget is generally aligned with the TA plan but does not clearly demonstrate how all proposed TA activities are to be funded.	The budget is only partially aligned with the TA plan and does not account for all proposed TA activities.	The budget is not aligned with the TA plan.
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.

6 – Quality and Comprehensiveness of the Evaluation for Continuous Quality Improvement			
4	3	2	1
The application provides a clear, detailed, and effective plan for evaluating the proposed TA activities, including a detailed description of: <ul style="list-style-type: none"> a. How results will be measured and documented b. Who will perform the evaluation c. How results will be used to improve the quality of the program 	The application provides a general plan for evaluating the proposed TA activities and includes a general description of: <ul style="list-style-type: none"> a. How results will be measured b. Who will perform the evaluation c. How results will be used to improve the quality of the program 	The application provides a partial plan for evaluating the proposed TA activities and does not include details on all of the following: <ul style="list-style-type: none"> a. How results will be measured b. Who will perform the evaluation c. How results will be used to improve the quality of the program 	The application provides a vague plan for evaluating the proposed TA activities and does not include details on any of the following: <ul style="list-style-type: none"> a. How results will be measured b. Who will perform the evaluation c. How results will be used to improve the quality of the program

7 – Ability to work collaboratively and forge strategic partnerships			
4	3	2	1
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 the 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.
There is a clear plan for monitoring the implementation of work to be performed by all partners and stakeholders identified above.	There is an adequate plan for monitoring the implementation of work to be performed by all partners and stakeholders identified above.	There is a limited plan for monitoring the implementation of work to be performed by partners and stakeholders.	There is no plan for monitoring the implementation of work to be performed by partners and stakeholders.

Attachment 5

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 expand student horizons.
3. **Skill building-** The program maintains high expectations for all students, intentionally links program goals, curricula and 21st-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.

Attachment 6

Available Base Funding Per County Per Year

Region	County	Sites	Total
4	1 ~ Alameda	179	\$179,300
3	2 ~ Alpine	1	\$2,999
6	3 ~ Amador	0	\$0
2	4 ~ Butte	40	\$39,955
6	5 ~ Calaveras	3	\$3,997
3	6 ~ Colusa	9	\$9,490
4	7 ~ Contra Costa	68	\$68,924
1	8 ~ Del Norte	6	\$7,993
3	9 ~ El Dorado	6	\$7,993
7	10 ~ Fresno	197	\$198,279
2	11 ~ Glenn	11	\$12,988
1	12 ~ Humboldt	30	\$29,966
9	13 ~ Imperial	37	\$38,459
10	14 ~ Inyo	0	\$0
8	15 ~ Kern	127	\$128,358
7	16 ~ Kings	28	\$28,969
1	17 ~ Lake	10	\$9,989
2	18 ~ Lassen	6	\$7,993
11	19 ~ Los Angeles	1240	\$1,238,611
7	20 ~ Madera	32	\$33,464
4	21 ~ Marin	11	\$12,988
7	22 ~Mariposa	2	\$3,498
1	23 ~ Mendocino	21	\$22,976
7	24 ~ Merced	68	\$68,924
2	25 ~ Modoc	5	\$4,994
10	26 ~ Mono	2	\$3,498
5	27 ~ Monterey	56	\$57,937
4	28 ~ Napa	17	\$18,481
3	29 ~ Nevada	4	\$4,496

Region	County	Sites	Total
9	30 ~ Orange	235	\$234,737
3	31 ~ Placer	8	\$8,991
2	32 ~ Plumas	4	\$4,496
10	33 ~ Riverside	233	\$233,739
3	34 ~ Sacramento	170	\$169,810
5	35 ~ San Benito	6	\$7,993
10	36 ~ San Bernardino	236	\$237,736
9	37 ~ San Diego	373	\$373,332
4	38 ~ San Francisco	84	\$84,406
6	39 ~ San Joaquin	104	\$104,384
8	40 ~ San Luis Obispo	16	\$17,982
4	41 ~ San Mateo	47	\$48,447
8	42 ~ Santa Barbara	44	\$44,451
5	43 ~ Santa Clara	139	\$139,344
5	44 ~ Santa Cruz	26	\$27,971
2	45 ~ Shasta	43	\$43,952
3	46 ~ Sierra	0	\$0
2	47 ~ Siskiyou	21	\$22,976
4	48 ~ Solano	30	\$29,966
1	49 ~ Sonoma	44	\$44,451
6	50 ~ Stanislaus	93	\$93,896
3	51 ~ Sutter	13	\$13,985
2	52 ~ Tehema	28	\$28,969
2	53 ~ Trinity	7	\$8,492
7	54 ~Tulare	115	\$114,871
6	55 ~ Tuolumne	4	\$4,496
8	56 ~ Ventura	72	\$73,169
3	57 ~ Yolo	17	\$18,481
3	58 ~ Yuba	18	\$18,980

Attachment 7

Budget Description/Justification

County Office: _____

Date: _____

Region Number: _____

Please use this template for both base and supplemental funding requests (if applying for both). A two-year budget (2015-16 and 2016-17) is required for the base funding; a one-year budget (2015-16) is required for the supplemental funding. Provide a brief description of the purpose of each budget line item shown on the next several pages. For each item, specify whether it pertains to activities proposed in the base or supplemental application (if applying for both funding sources.)

Object Code 1000: Certificated Personnel Salaries

Include all positions (state position title and FTE, number of days, rate of pay) and include a brief description of job duties that are funded either in part or in whole. 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) and include a brief description of job duties that are funded either in part or in whole.

--

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 sub-contracts.

--

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 plan to purchase to support regional grantees or prospective grantees.

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Superintendent or Approved :		
Prepared by:	Title:	E-mail:
Signature:	Date:	Phone :
CDE Approval Signature:		Approval Date:

For CDE Use Only

Agency Name	CDS	Grant Number	Grant Period	Grant Amount	FY	Region	Vendor	Suffix
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Attachment 8

Application Checklist

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

- Cover Page (with Authorized Agent or designee signature in **blue ink**)
- Regional Scan Collaborative Signatures Form
- Completed Template for the Report of Findings of the Regional Scan for Technical Assistance
- Base Application Narrative
- Supplemental Application Narrative (if applying for supplemental funds)
- Budget Description/Justification
- Memorandums of Understanding with any subcontractors and/or collaborative partners (submit as attachments)