

**Sacramento City Unified School District**

**REQUEST FOR PROPOSALS  
After School Education and Safety Program**



**Proposal Due Date: May 31st, 2011 @ 2:00 PM**

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## **I REQUIREMENTS FOR SUBMITTING PROPOSALS:**

**The Sacramento City Unified School District will take the following procedural steps:**

A **Bidders' Conference** is scheduled for **Wednesday, May 18<sup>th</sup>, 2011 at 4:00 PM** at the SCUSD Serna Center. All questions and answers related to the RFP will be responded by email and/or at the bidders' conference.

- **Each Agency must have a representative at the Bidder's Conference TO APPLY.**
- **Any questions about this RFP must be in writing and submitted by May 20<sup>th</sup>, 2011 to:** [kimt@scusd.edu](mailto:kimt@scusd.edu). Please specify "RFP for After School Education" in the subject line.

**Written responses** to questions regarding this RFP will be posted on the SCUSD contract's website.

**Do not contact or solicit schools regarding this RFP. All questions must come through the Contracts Office.**

Interested firms are invited to submit one original signed proposal plus two (2) photocopies (for a total of three). The proposal shall be made in the format provided; and the complete proposal, together with any and all additional materials, shall be enclosed in a sealed envelope addressed and delivered no later than 2:00 p.m. Tuesday, May 31, 2011 to the following address:

Sacramento City Unified School District  
Attn: Contracts Office  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

The sealed envelope shall be marked on the outside lower left corner with the words "After School Education & Safety Program RFP". It is the Proposer's sole responsibility to ensure that their proposal is received prior to the scheduled closing time for receipt of proposals.

**Sacramento City Unified School District**  
**REQUEST FOR PROPOSALS**  
***AFTER SCHOOL EDUCATION AND SAFETY PROGRAM***

## **II BACKGROUND AND PROGRAM FOCUS**

### **Introduction**

The California Department of Education (CDE) After School Education and Safety (ASES) Program is the result of the 2002 voter-approved initiative, Proposition 49. This proposition amended California *Education Code (EC)* 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9). Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality proposals throughout California. The current funding level for the CDE ASES program is \$550 million.

### **Purpose and Objectives**

The ASES program provides an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program legislation to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades K-9.

**Agencies desiring to operate an ASES program within SCUSD** must link and support the SCUSD mission and strategic plan (see District website). Agencies must have a comprehensive whole child plan that is aligned with *the SCUSD Youth Engagement Services* focus on the student learning and oriented to continuous improvement. Awards are provided to establish and/or expand school day learning, to keep youth safe, and provide students with academic enrichment opportunities as well as additional activities designed to support their regular academic program.

The funding provided by SCUSD Youth Engagement Services Unit ASES Program is intended to:

- Operate an after school program only during the regular school year (there is a separate process for supplemental awards for summer)
- Provide direct service to SCUSD students at awarded site.
- Improve the academic performance in reading /language arts and mathematics of students who are low performing/ failing or at high risk of failure as identified through state and local assessments.

- Demonstrate community partnership in delivering programs and services to children and families.
- Improve the health and wellness of youth.
- Increase students' participation in visual and performing arts.
- Develop student awareness and appreciation of different cultures.
- Increase opportunities for service learning and community service opportunities
- Increase college and career awareness and youth entrepreneurial services.
- Provide information, educational resources, and parent engagement for families, and educational programs and activities which enhance youth and adult learning.
- Demonstrate ability to participate in required evaluation and outcome measures.
- Collaborate with the SCUSD to develop and implement a sustainability plan in order to create a robust and comprehensive program for the school site.

### **III ELIGIBLE AGENCIES**

Agencies eligible for SCUSD ASES funds may be community-based organizations (CBOs), public or private entities and must have experience in serving students who attend schools with a high concentration of economically disadvantaged students. A proposal may have many partners/ collaborators but must have one lead agency as the applicant.

### **IV AWARD AMOUNTS AND DURATION**

#### **Time Period:**

The SCUSD ASES contract will be an initial award for one year with the ability to secure funding for a total of three years pending a SCUSD Youth Engagement Services review of progress in meeting established outcomes at the end of year one. No awarded contract can exceed three years. The maximum contract term is expected to be July 1, 2011 through June 30, 2014. Successful awardees' first year contract will run from July 1, 2011 to June 30, 2012. The actual start and ending date will depend on completion of all procedural requirements associated with the RFP process.

#### **Size of Awards:**

The amount of the contract will be negotiated upon award and is determined by a number of variables (attendance, # of students).

#### **Number of Awards:**

Applicants interested in single or multiple elementary sites may submit one proposal. Agencies interested in serving middle school must submit a separate Proposal for single or multiple middle schools. The number of Awards funded will depend on the number of schools and funds available.

**SCUSD is not obligated to award contracts under this RFP.** Allocation of funds is final upon successful negotiation and execution of the contract. Bidders selected for an award agree to be bound by the terms of the standard SCUSD Service Agreement, as administered by the SCUSD Youth Development Support Services Department, Youth Engagement Services Unit. Awards made under this Request for Proposals are subject to the approval of the SCUSD Board of Education.

### **V ADDITIONAL REQUIREMENTS**

Additional requirements of grant recipients include the following:

- Grantees are required to maintain 85% of the targeted attendance rate per a single-site.
- Grantees must work with the SCUSD Youth Engagement Services to demonstrate that progress has been made toward meeting the program goals as outlined in the service agreement; and collect data that addresses the performance indicators for the ASES program. **Aspects of reporting are subject to change based on state requirements.**

- Grantees and the SCUSD Youth Engagement Services will utilize technology to work together, including, but not limited to, SCUSD Zangle, web-based reporting for attendance.
- Grantees will send the program manager/site director/ site coordinator to monthly mandatory professional development
- Grantees will participate within District-wide initiatives as aligned within the SCUSD Strategic Plan and the Youth Development Support Services Office. (i.e. Bullying Prevention; Obesity Prevention; FitnessGram for Afterschool,; etc)
- Grantees will work with the school community and the SCUSD Youth Engagement Services to create, refine, and modify the site after school program plan.

## **VI PROGRAM ELEMENTS**

Eligible organizations that receive an award may use the funds to carry out an after-school activities that advance student achievement and that can be tracked and evaluated. Agencies are encouraged to address as many of these components as possible in their Proposal narrative. There are a number of components to a high-quality after-school program.

These include:

- Linkages between school-day and after-school content, curriculum, and personnel
- High academic standards.
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement.
- Mathematics and science education activities.
- Arts and music education activities.
- Service Learning programs.
- Tutoring services (including those provided by senior citizen volunteers and mentoring programs).
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement.
- Attention to safety, health, physical activity and good nutrition.
- Telecommunications and technology education programs.
- Programs that promote parental involvement and family literacy.
- Programs that provide assistance to students who may be truant or highly at-risk to allow the students to improve their academic achievement.
- Prevention programs (risk reduction and health promotion), counseling programs and character education programs.
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups.
- Evaluation of program progress and effectiveness.

## **VII PROPOSAL CONTENTS**

**Please see Proposal Checklist (Appendix B) for Complete List of Required Proposal Contents.**

## VIII DUE DILIGENCE PROCESS

**Selection/Review Panel:** The Youth Engagement Services unit will convene a panel of trained readers to review all completed, eligible proposals received by the due date of May 31<sup>st</sup>, 2011 by 2:00 PM. Panel readers, who are persons with extensive experience in such areas as out-of-school time programs, reading/language arts, mathematics, community and school partnerships or school improvement will review, score and rate the quality of the proposal; and the capacity of the Agency to successfully implement what has been proposed. The proposal selection criteria shall be determined by SCUSD personnel consistent with the requirements of performance-based contracting and on the basis of reasonable standards of quality and effectiveness including, but not limited to: (1) completeness, (2) service descriptions, (3) cost factors (relative to sample budget), (4) staff pertinent to service delivery, (5) experience of the agency, (6) responses to conditional requirements\*, and (7) expected results relevant to performance target.

\*"Conditional requirements" means any particular provisions specified in this RFP, such as the requirement for school/community partnership in the proposal and the commitment to collect required data and work with the evaluator.

- I. **Paper Review:** Proposals are screened for adherence to proposal formatting requirements and completeness of content, to determine if the agency is addressing the required performance targets and program description.
  
- II. **In-depth Review:** Each agency will be rated according to the criteria provided within the Proposal/Scoring Review Rating Form, which can be found in Appendix G. All proposals will be read and reviewed and scored by independent readers. Each proposal will be reviewed fully by members of a review team selected by the SCUSD Youth Engagement Services, using pre-established criteria. Following the paper review, each proposal is evaluated by each member independently utilizing the rating scale in Appendix G.
  
- III. **Verification.** This step involves speaking to knowledgeable individuals in a position to substantiate and verify key representations made in the proposal, such as contract performance history on record (if applicable). In some circumstances, this may include a personal interview with the agency, either a face-to-face meeting, or a telephone conference. Reasons to schedule a personal interview for verification purposes may include (but are not limited to): resolving tied scores, verifying agency and project viability if only partial funding may be offered, and verifying other factors when an agency or a product is not well-known to the Department of Education. Findings will be recorded in writing.
  
- IV. **Final Selection:** Selected bidders will be notified of recommendation of award by e-mail from the SCUSD Contracts Office. Allocation of funds is final upon successful negotiation and encumbrance of the agreement, subject to the approval of the SCUSD Board of Education. Bidders selected for an award agree to be bound by the terms of the standard SCUSD Services Agreement.

## IX NARRATIVE GUIDELINES AND REQUIREMENTS

### A. General Information and Proposal Format

Agencies are requested to answer the questions in the order and format presented in the RFP both to assure that all agencies present their material in a consistent manner and to promote ease of proposal review.

**Proposals that do not adhere to the following format will be disqualified.**

- Narratives must not exceed 15 single-spaced, on white 8.5" x 11" paper, 12-point font, Times New Roman. Include all requested supporting documents in the Appendices, which **do not** count as 15-page total.
- All pages must be numbered consecutively beginning with number 1 on the first page of the narrative through to the end of narrative. **Note: DO NOT number the Cover Page, Assurance Pages, Proposal Checklist or the Table of Contents.**
- The agency's name must appear on every page, including Appendices.
- Please staple or fasten at the upper left-hand corner. (Do not submit 3-ring binders)
- Proposal Cover Page Required: Complete and submit the proposal cover page provided in Appendix A of this RFP. The cover page must be the very first page of the proposal package. Do not add any other type of cover or title sheet, and do not use any transmittal letter. It is important that the cover page show the specific information requested, including agency address(es) and other details listed. The proposal cover page shall be dated and signed by a person authorized to enter into contracts on behalf of the bidder.

The following will not be counted as the narrative 15 page limit: Proposal Cover Page, Proposal Checklist, Budget Narrative or any required appendices, as specified in the RFP.

The agency may not substitute additional attachments beyond those specified in the RFP for the purpose of extending their narrative response. Any material exceeding the narrative limit will not be considered in rating the proposals. Agencies shall not include brochures or other promotional material with their proposals. Do not include test scores or hard copies of surveys. A brief summary of this type of information and/or data can be included in the appropriate narrative section of the RFP.

The agency must send a sealed package including one **original; two copies (3 sets total)** Clearly label the original.

Agencies are asked to be brief, and to respond to each question or instruction listed in Proposal Content. Number each portion of the response to correspond to each question listed.

It is the responsibility of the agency to provide all information requested in the RFP package at the time of submission. Failure to provide information requested in this RFP may result in disqualification of the proposal, or will result in a lower rating for the incomplete sections.



## B. Proposal Content

Structure the narrative by addressing the following:

### 1. **Need for Program:** 15 points (1 page)

- a. Describe how the proposed programs unique features will address the needs of SCUSD students and their families and how the programs are expected to improve student learning, including learning in core academic areas such as reading/language arts, mathematics or science.

### 2. **Program Design:** 40 points (2-4 pages)

Program Description. (20 points)

- a. Please describe how the program will be mission aligned with the SCUSD strategic plan and the Youth Engagement Services office.
- b. Describe the range and type of programs that will be offered.
- c. Describe how your program proposes to attract youth and their families. Also explain how you will maintain student enrollment throughout the school year (180 days). Specifically describe your strategy to retain 85% or better of average daily attendance at a single site. How will program schedules and offerings be designed to encourage and support regular participation among students?
- d. Please describe the organizational structure that will support the ASES program and specifically the program manager/ site director.
- e. Describe how parent and youth feedback will be included in the ongoing development of the program.

Elements of High-Quality Programming. (20 points) Describe how the elements below will be addressed and incorporated into the Program Design.

- a. **Linkages to the School Day:** Describe the ways in which the program will be connected to the regular school day (e.g. shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.) and how the program will remain balanced.
- b. **High-Quality Staff:** Who will be hired to work in the afterschool program? What standards will be set to recruit and retain high-quality staff?
- c. **Safe and Appropriate Environment:** Describe what actions will be taken to ensure that every child is physically and emotionally safe in the program.
- d. **High-Interest Programming:** Describe the type of programming that will be offered for each age level. What efforts will be made to ensure that programming is student-centered and that that every participant has a high interest in what he/she is doing? What efforts will be made to ensure appropriate grade level and/or developmental level programming?

### 3. **Organizational Focus:** 35 points (1-2 pages)

- a. **Program Leadership:** (*Promising practices show that successful programs typically employ a full-time program manager.*) Each proposal must include a site coordinator at a minimum of 30 hours per week. Additionally the site coordinator must be on site at least 85% of their funded time. Describe what qualifications and background or experience you will require of your site director/program manager.
- b. **Capacity:** What is your organization capacity to hire, train, and retain staff?

- c. **Professional Development:** Describe the types of professional development you offer, how often, when and to whom. Consider: orientation, youth development, fostering positive behavior, regularly scheduled staff meetings for program development, linking to the school day, how to help with homework, training enrichment leaders or mentors, linking to curriculum frameworks.
  - d. **Communication/Information Dissemination:** Tell us how the organization will communicate information about the program, including evaluation results, to parents, school personnel, and community in a manner that is understandable and accessible?
  - e. **Volunteers:** Describe how you will enlist, utilize orientate, and train volunteers in the running, oversight, and promotion of the program.
4. **Project Evaluation:** 20 points (1 -2 pages). Refer to Program Goals in Appendix F.
- a. Describe your evaluation plan
  - b. Describe the data sources (indicators) that will be used to measure PROGRAM GOALS, what they measure, and how they will be used to determine success.
  - c. Describe how the evaluation information will be used to provide feedback to stakeholders and staff and to inform project direction.

### General Budget Information

Upon award, budgets will be revised to actual costs to run programs per site as well as more information may be requested on financials and insurances.

Funds allocated under this program may be used only to supplement, not supplant, funds that schools and community-based organizations would otherwise expend for afterschool programs.

5. **Budget Form:** (10 points) (Appendix E)

Complete the budget form that is in Appendix E. Provide a sample budget based on a **scenario for a single site: provide a budget based on serving 85 elementary students or 111 middle school students.** Includes separate line items for staff (direct service), administration (in-direct service), social security, health benefits, supplies, equipment, transportation to and from the program, staff travel, professional development, and contracted services.

Please describe the amount of funding required to effectively achieve your proposed performance targets. **This amount shall not exceed \$100,000 per year for a single-site program.** The costs and the sources of revenue must be reflected in the budget. The proposed budget must be for a **one-year period 7/1/11 to 6/30/12.**

6. **Budget Narrative:** (10 points) (2 pages) (Based on Appendix E sample budget)

The Budget Narrative must align with and provide an explanation of the content in the Budget Form Appendix E. **Please address the following items:**

- Indicate the estimated cost per participant per day
- Provide evidence that there is a commitment of adequate resources for all participants
- Describe the purpose for expenditures

- Describe any in-kind contributions from partners or other funders that demonstrate capacity to sustain programming as at least a 15% match of requested funding

**C. Success and sustainability:** (20 Points) (1-2 pages)

**Record of Success:** Please tell us where and how you have been or are currently successful in implementing after school programs.

- **Sustainability Plan:** Describe the plans for the continuous strengthening of the partnership between SCUSD, other community-based organizations, and another public or private organization (if appropriate).

**D. Other Points:** (10 possible) (1-2 pages)

- Please provide information on any points of innovation that you will integrate into your program. Please describe how success will be measured on the innovation.

**Appendix A:**

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**GRANT COVER PAGE**  
**May 2011**  
**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**AFTER SCHOOL EDUCATION AND SAFETY PROGRAM**

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**PLEASE CIRCLE WHAT TYPE OF PROPOSAL:**

**MIDDLE SCHOOL(S) PROPOSAL**

**ELEMENTARY SCHOOL(S) PROPOSAL**

**Organization:** \_\_\_\_\_

**Grant Contact Person:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **City, State & Zip:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

*The undersigned authorized chief administrative official submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the applicable laws and regulations.*

*In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following **signatures and other printed information** are required.*

**Authorized Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name (typed):** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Address:** \_\_\_\_\_

## Appendix B:

### Proposal Check List

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling the completed proposal and include in the order given below:

Table of Contents Page (listing the sections and the pages on which they can be found)

Signed Grant Proposal Cover Page (Appendix A)

Proposal Check List (Appendix B)

Proposal Narrative and Financial Requirements: (15 pages maximum)

- Need for Program (1 page)
- Program Design (2-4 pages)
- Organizational Focus (1-2 pages)
- Project Evaluation (1-2 page )
- Budget Narrative (2 pages)
- Success and Sustainability (1-2 page)
- Other points (1-2 pages)

School Site Selection and Narrative (Appendix C) (Not counted in page limit)

Assurances to Meet Requirements (Appendix D) (Not counted in page limit)

Budget Form (Appendix E) (Not counted in page limit)

**Appendix C:**

**SCHOOL SITE SELECTIONS**

**Please select which schools the proposal includes.** Submit separate proposals for elementary and middle.

Please check all elementary schools this proposal includes:

Bowling Green		Cesar Chavez		CP Huntington		Edward Kemble	
Ethel I Baker		John Bidwell		John Sloat		Maple	
Martin Luther King		Nicholas		Oakridge		Pacific	
Jedediah Smith		Sol Aeurus		Camelia Basic		HW Harkness	
Earl Warren		Woodbine		Joseph Bonnheim			

Please check all middle schools this proposal includes:

Albert Einstein		California		Fern Bacon		John Still	
Kit Carson		Rosa Parks		Sam Brannan		Will C. Wood	

Answer the following questions in 250 words or less *per school selected*: (Please label each response with the name of the school site.) Refer to Program Goals in Appendix F.

1. Why do you want to work with the school site?
2. What is your overall vision for site in the next school year and why?

**CRITERIA for Appendix C:**

- The proposal shows an understanding of school site needs
- The proposal shows that the agency is uniquely qualified to serve the school site
- The proposal creates a compelling case for the agency/program to serve the school site.

Responses to each individual selected school in Appendix C in respect to the entire proposal will be rated on a scale (1 to 5, low to high) according to the following:

- Makes an Compelling Case** (exceptionally well done);
- Makes a Good Case** set (very good, is an average response);
- Makes an Adequate Case** (some criteria present but lacks some critical part of the requirement);
- Makes a Weak Case** (clearly weak, would need much more work to meet the criteria); and
- Failed Case** (not responsive to the criteria).

**Appendix D: Assurances to Meet Requirements SCUSD ASES Programs**

**The agency will comply and work collaboratively with SCUSD to uphold certified assurances.**

<b>CERTIFIED ASSURANCES</b>	
<b>Program Elements</b>	
	The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
	The program will have an educational enrichment element that may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
	The program will provide a safe physical and emotional environment and opportunities for relationship-building and will promote active student engagement.
	The program will collaborate and integrate with the regular school day program and other extended learning opportunities.
	The program will provide a snack that conforms to the nutrition standards in the <i>California Education Code</i> , Part 27, Chapter 9, Article 2.5, commencing with Section 49430.
	The program will provide opportunities for physical activity.
<b>Program Plan</b>	
	Partners to this proposal, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).
	The program is planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
<b>Program Operations</b>	
	The program will maintain a student-to-staff member ratio of no more than 20:1.
	The program will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)
	The program will operate for a minimum of 15 hours per week.
	The program will operate until at least 6:00 p.m., on every regular school day.
	The program will establish a reasonable early release policy for students attending the after school component.
	Elementary students should participate every day that the after school program operates.
	A flexible attendance schedule for middle/junior high school students may be implemented in order to develop an age-appropriate program. Priority for enrollment will be given to students who attend daily.
	Every student attending a school operating a program is eligible to participate in the program, subject to program capacity.
	The program is not required to charge family fees or conduct individual eligibility determination based on need or income.
	The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.

**The agency will comply and work collaboratively with SCUSD to uphold certified assurances.**

**Authorized Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appendix E: BUDGET FORM**

<b>SCUSD ASES Programs</b>				
<b>FORM: PROGRAM BUDGET EXPENSE SUMMARY</b> for a single site based on 85 students for elementary or 111 for middle school.				
<b>EXPENSES</b>	<b>A. SCUSD ASES BUDGET</b>	<b>B. ALL OTHER “FUNDED” PROGRAM EXPENSES</b>	<b>C. IN-KIND (NON-CASH EXPENSES )</b>	<b>D. TOTAL PROGRAM BUDGET (Column A+B+C)</b>
<b>PERSONNEL EXPENSES:</b>				
1. Salaries & Wages				
2. Fringe Benefits				
3. Consultant Fees				
4. Subcontracts				
Subtotal Personnel Expenses				
<b>EQUIPMENT:</b>				
5. Purchases				
6. Rental				
Subtotal Equipment Expenses				
<b>ALL OTHER:</b>				
7. Occupancy Expense				
8. Utilities				
9. Heat				
10. Maintenance				
11. Telephone				
12. Food				
13. Materials & Supplies				
14. Staff Travel				
15. Other Travel				
16. Bonding & Insurance				
17. Depreciation				
18. Administration				
19. Other				
<b>Subtotal All Other Expenses</b>				



<b>TOTAL EXPENSES</b>				
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## Appendix F:

### PROGRAM GOALS

Listed below are the five (5) required program goals that **MUST** be reported on throughout the project. You may add others if you choose. Once added they must be reported on for the duration of the project.

Data sources are what you will use (tests, grades, etc.) that are **statistical & measurable** to show outcomes/change. Use only data sources for which you will have results that can be compared within grant reporting timeframe.

#### Program Goals:

1. To improve the academic performance in reading /language arts and math of students who are low performing/ failing or at high risk of failure
2. To improve the health and wellness of youth who participate in the after school program.  
*This might include but not be limited to: nutrition, physical fitness, social-emotional development/asset building, bullying and harassment prevention, safety issues (fire, bike, water, home alone, dating, car, etc), social-emotional development (asset development), and/or substance abuse prevention, etc.*
3. To enhance a student's enrichment opportunities by providing a broad array of age-appropriate, student-driven, high interest learning opportunities.  
*This might include but not be limited to: visual and performing arts (art, music, dance, theatre, performances, and exhibits), cultural/multi-cultural activities, financial literacy or career planning and college exploration, and service learning, etc.*
4. To provide information, educational resources, and activities to families, that will enhance youth and adult learning.

#### Sustainability Goal:

5. To create and maintain relationships with the school day staff. There is a clear plan for strengthening the school day and after school program alignment.

**Appendix G:**

**Proposal/Scoring Review Rating Form**

Reader \_\_\_\_\_

Proposal Agency \_\_\_\_\_

Reader Instructions: Give the proposal a score that best describes its attributes in each category. Give the proposal a sub-total as indicated at the end of each section. Total all the subsection in the final scoring chart below.

**TOTAL SCORING CHART**

<b>CATEGORY</b>		<b>POINTS</b>
1. Need For Program	(15)	
2. Program Design	(40)	
3. Organizational Focus	(35)	
4. Project Evaluation	(20)	
A. Budget Narrative	(10)	
B. Budget Form	(10)	
C. Success/Sustainability	(20)	
D. Other Points	(10)	
<b>TOTAL POSSIBLE POINTS</b>	<b>(160)</b>	

Responses to each individual selected school in Appendix C in respect to the entire proposal will be rated on a scale (0 to 5, low to high) according to the following:

**Makes an Outstanding Case** (exceptionally well done);

**Makes a Good Case** set (very good, is an average response);

**Makes an Adequate Case** (some criteria present but lacks some critical part of the requirement);

**Makes a Weak Case** (clearly weak, would need much more work to meet the criteria); and

**Failed Case** (not responsive to the criteria).