

# ARP-ESSER Out-of-School Time (OST) Planning Grant Checklist

## Webpage

<https://libraries.idaho.gov/esser/ost-grants/planning-grants/>

## Allowable Expenditures

<https://libraries.idaho.gov/wp-content/uploads/ARP-ESSER-Expenditures.pdf>

## Important Dates

**Grant Period:** Date grant was accepted – August 31, 2024

**Interim Report Due:** April 15, 2024

- Very short – just an update on spending on progress on grant requirements
- The ICfL will host a 45-minute virtual meeting in early April so that grantees can share their projects with each other and ask any questions. The date and time of the virtual meeting will be set in early March.

**Final Report Due:** August 31, 2024

- This date is not flexible – the ICfL needs to report to the State Board of Education in mid-September.
- Here are the draft questions from last year – your report will have similar questions

## Program Goals

- Strengthen the role of libraries as community educators addressing learning loss by implementing high-quality, evidence-based out-of-school learning programs.
- Build the institutional capacity of libraries by increasing staff participation in training and professional development opportunities focused on out-of-school learning best practices.
- Address the academic, social, and emotional needs of Idaho's K-12 students facing learning loss due to the Covid-19 pandemic, with special emphasis on the disproportionate impact on underrepresented student subgroups.

## Grant Requirements Checklist

- Prepare and conduct high-quality, research-based, out-of-school learning programs at the library or through outreach events. Keep track of the types of programs that you do and attendance.
- Read the Building Blocks of Out-of-School Time Quality Guide published by the Idaho Out-of-School Network (ION) at <https://idahooutofschool.org/buildingblockresources/>. Select **four** building blocks to focus on.
- Attend or watch at least one webinar on the selected building blocks:

- Go to the ION Webinars webpage (it's under the Training tab on their site): <https://idahooutofschool.org/webinars/>
- Scroll to the bottom of the page to the section on Past ION Web Workshops
- Click on the 2020 tab
- Find your Building Block and click on it to view the webinar
- Complete a continuous quality improvement plan for your building blocks. Templates are available on the ION website at <https://idahooutofschool.org/buildingblockresources/>.
- Complete a professional development plan for your building blocks. Templates are available on the ION website at <https://idahooutofschool.org/buildingblockresources/>.
- Conduct a self-assessment summary for the selected building block for your building blocks. Templates are available on the ION website at <https://idahooutofschool.org/buildingblockresources/>.
- Watch the webinar on Asset Mapping found here: <https://libraries.idaho.gov/esser/pd/asset-mapping-workshop/>. (Year 1 libraries are exempt from this requirement)
- Schedule a one-on-one 30-minute coaching session to work on your asset map (coming in January).
- Create an asset map to better understand resources for youth in your community.
- Watch a webinar created by the Utah Education Policy Center on data collection and storytelling (webinar link coming soon!)
- Develop and submit a plan for future programs (after the grant period has ended) based on the knowledge and tools gained from the professional development and planning components of the grant.
- Make reasonable efforts to address the needs of student groups disproportionality affected by the Covid-19 pandemic when conducting grant activities, including those from underserved racial and ethnic groups, children from low-income families, children with disabilities, English learners, migrant students, children experiencing homelessness, and youth in foster care.
- Implement public health protocols during programming to maintain the health and safety of program participants and staff.
- Submit an interim report by April 15, 2024.
- Submit a final report by August 31, 2024.

## Interim Report Questions

Due April 15, 2024

- How much have you spent so far? We will have you fill out a brief budget table.
- Which four Building Blocks are you working on?
  - Intentional Program Design
  - Supportive Relationships and Environments
  - Youth Voice, Leadership, and Engagement
  - Responsiveness to Culture and Identity
  - Community, School, and Family Engagement
  - Organization and Leadership Management
  - Ongoing Staff Support and Volunteer Development
  - Youth Safety and Wellness

- Have you started creating an asset map focused on resources for K-12 students in your community?
- Have you watched the UEPC webinar?
- Do you need any additional support or resources from the ICfL?

## Final Report Questions

Due August 31, 2024

### Basic Info

Grant Award Number:

Library Name:

School District Name (if a school library or school program):

Preparer's Name:

Preparer's Email Address:

Preparer's Phone Number:

Authorizing Official Name (if different):

Authorizing Official Email Address (if different):

Grant Award Amount:

**Building Blocks:** As part of this grant, your library was asked to select four Building Blocks for Quality Out-of-School Time to work on. This included completing a self-assessment, quality improvement plan, professional development plan for each block.

- Which four building blocks did you select?
- How did this work impact your programs and/or services for youth at your library?
- What changes will you make as a result of what you learned?

**Asset Map:** Another requirement of this grant is that your library create an asset map to better understand resources for youth in your community. What did you learn during the process of creating your map? How will what you learned impact your library's programs and services for youth?

- Optional: upload option for asset map

### Programs and Services section

Definitions:

- A *program* refers to individual events that are planned ahead of time and executed in-person.
- A *virtual program* refers to events that take place synchronously or asynchronously using technology, such as YouTube, Discord, or Zoom.

- A *passive program* is an enrichment experience that is designed to work without staff facilitation. Examples include providing space and craft supplies to create black-out poetry, puzzles, board games, etc.

Questions:

- How many in-person programs?
- Total In-person program attendance:
- In-person program attendance:
  - Number of children (under age 18) in attendance:
- How many virtual programs?
- Virtual program attendance:
  - Number of children (under age 18) in attendance, if available:
- Please list the schools and school districts within your local area where the majority of children attending your programs are likely enrolled.
- How many take-home kits:
- How many passive programs:
- Did you conduct after school programs as part of this grant?
- Did you implement tutoring programs as part of this grant?
- Did you implement summer learning programs as part of this grant?

Table:

*Note about this table: We are collecting this information from ALL of the ESSER grant recipients. Some parts of this table may not apply to you (like Summer Learning programs). Just put a "0" in if you did not offer any of these activities.*

Type of Program	Total Number of Youth Participants	In-Person or Virtual	Program Titles
Summer Learning			
After School /Out-of-School			
Tutoring			
Early Childhood Education (through age 8)			
TOTAL			

More Questions:

- Describe the programs that you did as part of this grant. Where there any exceptional program experiences that you would like to share?
- Were any of your programs focused on the following areas (check all that apply):
  - STEM
  - Literacy and Reading
  - The Arts
  - History and Social Studies
  - Geography
  - Physical Education

- College, Trade School, and Technical Education
- Career Exploration
- Strategies for Successful Learning and Studying
- Social and Emotional Well-Being
- Mental Health
- Did you use any of these strategies to improve learning or provide enrichment activities or programming (check all that apply):
  - Increase the number, type, frequency, or format of out-of-school learning or enrichment programs.
  - Expand or develop new programming to reach youth in communities with little to no access.
  - Offer programming at times that may be more accessible to youth with limited access during regular business hours.
  - Provide additional staff time, or hire additional staff, to plan and conduct programs.
  - Conduct programs offsite to increase access to youth with limited available transportation.
  - Reduce barriers by identifying ways to increase access for youth disproportionately affected by the Covid-19 pandemic, including those from underserved racial and ethnic groups, children from low-income families, children with disabilities, English learners, migrant youth, children experiencing homelessness, and youth in foster care.
  - Increase programming quality through staff professional development, creating new curriculum, or building partnerships with community-based organizations, schools, or local governmental agencies.
  - Bring in guest speakers, host demonstrations, or conduct teamwork exercises.
  - Add new enrichment opportunities, such as college, trade school, and career exploration.
  - Conduct activities to support the social and emotional well-being of youth during out-of-school programming.
  - Conduct activities to support the mental health needs of youth during out-of-school programming.
  - Purchase educational technology to support learning recovery or acceleration.
  - Provide transportation to and from out-of-school programs.

Optional: Share program plans and photos [upload]

More Questions:

- Did you gather any feedback from program participants? Share it here:
- How did this grant funding help meet the needs of youth in your community?
- I am satisfied that the resource is meeting library needs (Likert scale):
  - Strongly Agree
  - Agree
  - Neither Agree nor Disagree
  - Disagree
  - Strongly Disagree

- Non-Response
- Applying the resource will help improve library services to the public (Likert scale):
  - Strongly Agree
  - Agree
  - Neither Agree nor Disagree
  - Disagree
  - Strongly Disagree
  - Non-Response
- Describe how your activities or programs addressed the disproportionate impact of COVID-19 on underserved student groups.
- Please describe the training or professional development you participated in as part of the grant. How did the additional training benefit your programs?
- Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project.
- Would you like to share any suggestions with the ICfL for future grant programs, regarding your experience with applying for, administering, and reporting on this grant?

**Public Libraries:** Public libraries will need to identify the names of local schools and school districts that serve youth who attend grant-funded programs.

**School Libraries:** School libraries need to supply the following additional information

- School Name
- School District Name
- Total unique headcount of students enrolled in the school district
- FTE (Full-Time Equivalent) count of special educators and related service personnel, including paraprofessionals, assigned to serve school. How many full-time special education employees work at your school?
- FTE (Full-Time Equivalent) count of bilingual or English as a second language educators assigned to serve school.
- FTE (Full-Time Equivalent) count of school counselors, social workers, or school psychologists assigned to serve school.
- FTE (Full-Time Equivalent) count of nurses assigned to serve school.
- Number of full-time equivalent (FTE) positions for the School as of September 30, 2021
- Number of full-time equivalent (FTE) positions for the School as of September 30, 2022
- Per-pupil amount of State funding in FY 2021 at either School or District Level
- Per-pupil amount of State funding in FY 2022 at either School or District Level
- Whether the LEA (School District) is designated as "highest-poverty," fill in True or False
- Whether the LEA (School District) is designated as "high-need," fill in True or False

## Financial Report

Libraries and schools receiving ESSER grants from the Idaho Commission for Libraries (ICfL) are required to submit this financial report to document grant spending. Your expenditure documentation must total or exceed your full grant award amount. **Unused grant funds must be spent immediately or returned to**

**the ICfL.** If you have questions about eligible or ineligible expenses, documentation requirements, or need to obtain your original grant budget please email [libgrants@libraries.idaho.gov](mailto:libgrants@libraries.idaho.gov).

**Allowable Expenditures.** A grantee may only use program funds for allowable costs, as defined in the federal grant funds Uniform Guidance (2 C.F.R. Part 200), which includes the requirement that costs be reasonable and necessary for the accomplishment of program objectives.

The following is an abbreviated list of allowable grant expenses. It is not intended to be exhaustive or exclusive. Applicants should contact the ICfL if they are unsure if their proposed idea/expenditure is allowable.

1. Compensation including salaries and wages for staff involved in planning, preparing for, and providing learning and enrichment programs. This is intended to support the library with additional salary funds necessary to expand services or complete project objectives, and not replace existing salaries.
2. Materials and supplies for learning and enrichment programs including technology and assistive technology devices.
3. Materials and supplies such as Personal Protective Equipment (PPE), cleaning, and sanitizing supplies necessary for safely conducting learning activities.
4. Training and education costs for staff, including related travel expenses. Costs must be directly related to the purpose and successful fulfillment of this grant.
5. Professional and consultant services such as those for translation, tutoring, guest speakers, or community partner programming.
6. Services to increase learning or make learning opportunities more accessible such as those used for technological connectivity and subscriptions. Grant funds may only be used to pay for services provided during the official grant period.
7. Advertising or publicity specifically related to the grant for (1) program outreach specific to the grant such as publishing dates and times of activities, (2) recruitment of personnel to carry out the grant; (3) procurement of goods or services to implement the grant.

**Non-Allowable Expenditures.** The following is an abbreviated list of non-allowable grant expenses. It is not intended to be exhaustive or exclusive. Applicants should contact the ICfL if they are unsure if a cost is allowable. The following items are not allowable grant expenses:

1. Food and beverages. However, if a partner organization provides food, or the purchase of food is funded through another source; the grantee may use staff time paid for with grant funds to prepare or distribute the food to participants. Food is allowable if used primarily as a supply in a learning activity.
2. Capital expenditures related to the purchase of real property, buildings, or motor vehicles.
3. Construction expenditures related to the improvement or expansion of buildings and facilities.
4. Advertising or publicity not related directly to the programs carried out through the grant.
5. Costs of promotional items and memorabilia, including models, gifts, and souvenirs.

## **Financial Report Questions**

Grant Expenditures. Enter your grant expenditures along with a brief description.

<b>Budget Category</b>	<b>Amount spent on Physical Health and Safety</b>	<b>Amount to meet students' academic, social, emotional, and other needs (excluding mental health supports).</b>	<b>Amount spent on Mental Health Supports for Students and Staff</b>	<b>Total</b>	<b>Description</b>
Supplies/Materials (items with a per unit cost under \$5,000)				Automatically calculated	
Equipment (per unit cost over \$5,000)*must obtain written approval before purchase				Automatically calculated	
Salaries/Wages of Personnel				Automatically calculated	
Benefits of Personnel				Automatically calculated	
Professional and Technical Services (Consultant Fees)				Automatically calculated	
Other Services				Automatically calculated	
Travel				Automatically calculated	
Indirect Expenses (not to exceed amount listed in grant agreement)				Automatically calculated	
<b>Total</b>	Automatically calculated	Automatically calculated	Automatically calculated	Automatically calculated	

Total from Expenditure Table (automatically calculated):

Unspent balance of grant (automatically calculated). Grant award amount minus total expenditures. This number must be 0 or negative. If this number is positive, you have grant funds remaining that must be spent or returned to the ICfL.:

Describe what you purchased during the grant period. Expand upon the brief summary you provided in the budget table.:

Total number of personnel supported with grant funds:



Staff	Number funded with grant funds	Desc
Librarians		
Teachers		
Paraprofessionals		
Special Educators		
Bilingual or ELL Staff		
Counselors, social workers		
Administrative Staff		
Short-Term Contractors		
Other		
Total	Automatically calculated	

Please upload documentation of grant spending such as receipts, personnel reports, or reports generated by your financial system. Where possible, please scan items into a single PDF. If receipts show non-grant spending, please designate which items/costs were grant purchases.

#### Report Certification/Signature

Please review the following statements before signing and submitting this application.

- A. The expenditures listed in this report are the documented expenses incurred to carry out this grant program.
- B. I understand that any grant funds not expended at the end of the grant period must be returned to the ICfL.
- C. I certify that the statements herein are true, complete, and accurate to the best of my knowledge.
- D. I certify that I have the authority to submit this report on behalf of my organization.

By signing this report, you are certifying that the statements herein are true, complete, and accurate to the best of your knowledge. After signing, click the "Submit" button. A copy of this report will be automatically emailed to you and the library authorizing official.

Electronic Signature Box:

If you have any questions about this program or your report please contact Jennifer Redford, Youth Services Consultant, [Jennifer.redford@libraries.idaho.gov](mailto:Jennifer.redford@libraries.idaho.gov), (208) 639-4147 or Grants/Contracts Officer Talela Florko at [talela.florko@libraries.gov](mailto:talela.florko@libraries.gov), (208) 639-4164.