



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

21st Century Community Learning Centers



Request for Proposals Application Guidance 2017-18

Due Date: 11:59 pm EST, January 16, 2017

The North Carolina Department of Public Instruction (NCDPI) is pleased to announce the 21st Century Community Learning Centers (CCLC) 2017-18 Request for Proposals. The Application Guidance contains important information for eligible entities applying for a grant under this program. Please note that all federal funds are contingent upon Congressional approval of the budget on an annual basis.

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HOW TO APPLY

All applications for the 2017-18 competition for the 21st Century Community Learning Centers (CCLC) grants must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). Applicants may find it helpful to use the Application Planning Worksheet to begin collecting the necessary information and to ensure that all narratives are drafted prior to entering the information into the CCIP system. **For 2017-18 21st Century Community Learning Centers (CCLC) grants, all applications must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). Only applications submitted through CCIP will be reviewed and evaluated.** Applications must be submitted through CCIP by 11:59 pm EDT on January 16, 2017.

- Complete and submit the [Intent to Apply](#) form by September 30, 2016.

Information collected through the *Intent to Apply* documents will be used to determine the space needed for technical assistance meetings and training sessions. Completed forms should be submitted by email to Richard.trantham@dpi.nc.gov or faxed to 919.807.3964. **Please note that the submission of this notice is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.**

In addition to the face-to-face technical assistance sessions, NCDPI will conduct a webinar on September 27 and September 29, 2016, from 10:00 am to 12:00 pm and from 2:00 pm to 4:00 pm (each day) focusing on the most frequently asked questions. Registration information will be posted on the [21st CCLC website](#).

- Apply for an [NCID User Account](#).

A valid North Carolina Identification (NCID) is required to access NC CCIP. If you are already entering data into a NCDPI data system (e.g., Consolidated Federal Data Collection system), then you will not need a new NCID. However, if you do not have an NCID, please register for an account. Local education agencies should register as a 'Local Government' entity. All other organizations should register as a 'Business' entity. Please note that the NCDPI CCIP Administrator CANNOT reset passwords or create accounts.

- Register for one [CCIP Training](#) session.

All local education agencies in North Carolina have local staff trained on the use of the web-based grants management system, CCIP. If you are unaware of staff trained on the system, please contact someone in your local Title I office to identify the local User Account Administrator (UAA).

For organizations that have NOT been trained on the system, attendance at a training session for using the grants management system, CCIP, is required in order for applicants to be set up as users in the system to allow organizations to submit a final application for review. Each face-to-

face session is limited to 21 participants so applicants are encouraged to register early to ensure that space is reserved on the applicant's preferred date. Registration information is posted [HERE](#).

- **Obtain a [Dun and Bradstreet D-U-N-S number](#).**

Each applicant is required to obtain a Dun and Bradstreet D-U-N-S number in order to complete the 21st CCLC application through the CCIP system. This information must be entered into the Grant Details page of the Funding Application. The CCIP system will not allow the user to submit its application without the number being entered into the correct field. D-U-N-S Number assignment is FREE for all organizations required to register with the US Federal government for contracts or grants.

- **Develop the organization's proposal utilizing the [Application Guidance](#), the [Application Planning Worksheet](#), and the [Wallace Foundation Out-of-School Time Cost Calculator](#) and the [North Carolina Department of Commerce County Tier Designations](#).**

Although using the Application Planning Worksheet is not required and will not be collected, it is strongly recommended to ensure that all necessary information is collected by the applicant prior to entering information into the CCIP system.

For the 2017-18 competition, the total award amount requested must be determined by using the Wallace Foundation Cost Calculator to determine the total cost of the proposed program. At a minimum, Cost Calculator inputs must be based on **a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week**. Please refer to the Funding Availability section beginning on page 8 for additional information regarding funding requests.

- **Submit the 21st CCLC Application on [NC CCIP](#).**

Once the organization has a D-U-N-S number, an NCID, and the proposal is drafted, all information, including Required Documents must be entered on the web-based grant management system. **Only those proposals that are submitted through CCIP by January 16, 2017, will be reviewed and/or evaluated.** Please note that once the application is submitted, no changes can be made to the proposal.

For more information about the 21st CCLC program requirements and guidance, go to: <http://www.ncpublicschools.org/21cclc/>.

21ST CCLC 2017-18 TENTATIVE TIMELINE

April, 2016	Request for Proposal (RFP) Announcement
May–August, 2016	Regional Statewide Technical Assistance Meetings
August 31, 2016	Application Guidance and Planning Worksheet Available
September–November, 2016	Comprehensive Continuous Improvement Plan Training in Raleigh
September, 2016	2017-18 21st CCLC Application Opens in CCIP
January 16, 2017	21st CCLC RFP Due
February–April, 2017	21st CCLC RFP Review
May, 2017	Recommendations to State Board for Approval
June, 2017	Proposed State Board Approval of 2017-18 Awardees
July, 2017	Technical Assistance Meeting
July–August, 2017	Final 2017-18 Budget Submission for Final Approval

GENERAL INFORMATION

The Every Student Succeeds Act (ESSA)

On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 (ESEA). Organizations that implement 21st CCLC programs beginning in the 2017-18 school year, must comply with the provisions outlined in the new law.

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Purpose

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, to provide opportunities for communities to establish or expand activities in community learning centers that—

1) Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

The 21st CCLC program supports the creation of community learning centers that provide safe learning environments for students during non-school hours particularly students who attend high-poverty and low-performing schools. Centers provide a range of services to support student learning and personal development. These services include, but are not limited to, tutoring and mentoring, homework assistance, academic enrichment (such as hands-on science or technology programs) community service opportunities, music, arts education, health education, cultural activities, and physical activity including sports. Activities need to be engaging as well as effective to ensure active student participation.

2) Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students

The program should be designed to improve academic achievement and to engage students in quality enrichment opportunities. For students who have not been successful in the regular day school, more of the same is not likely to produce success. In general, enrichment activities are multi-disciplinary whereby the student must use academic skills from multiple subject areas learned during the school

day. Enrichment activities should also broaden students' experiences by including the arts, recreation, health, and cultural activities.

3) Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

21st CCLC programs must also offer families of participating students educational and personal development opportunities, particularly in the area of literacy and math. Effective 21st CCLC programs sponsor parent engagement opportunities designed to support a child's academic and social development that are different and more frequent than have been traditionally offered by the regular school day program.

Eligibility to Apply

Section 4201(b)(3) of ESEA defines eligible entities means a local educational agency (LEA), community-based organization (CBO), Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.

Section 4204 (b)(2)(H) of ESEA, requires applicants provide a description of the partnership between a local educational agency, a community-based organization (CBO), and other public or private organizations, if appropriate. If the local applicant is another public or private organization (e.g., an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.

Priority for Awards

Under Section 4203 of the ESEA, the State must give priority to applications proposing to primarily serve students that attend schools eligible for Title I, Part A schoolwide programs.

Section 4204(i)(1)(B) of ESEA also requires that States must give competitive priority to applications that that are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. The statute provides an exception to this requirement for an LEA that can demonstrate that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21st CCLC program.

Applications that are submitted jointly are considered to be those where the local education agency and community organization are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required and both documents uploaded in the appropriate places of the Related Documents section of the Funding Application in CCIP. Each joint applicant must submit the following signed by the LEA superintendent (or designee) and the community organization's chief executive officer:

- Basic Organization Information
- Statement of Assurances
- Debarment Certification
- Criminal Background Checks

In addition to joint submissions (as defined above), the State will also give competitive priority to proposals which:

- 1) Propose to serve underserved geographical regions of the state
- 2) Are designed to implement programs for students attending Focus or Priority Schools
- 3) Propose to provide a summer program component
- 4) Are novice applicants

For a list of Title I schools, go to: <http://www.ncpublicschools.org/program-monitoring/>. For a list of Focus and Priority schools, go to: <http://www.ncpublicschools.org/program-monitoring/esea/>. Underserved geographical regions are considered to be school districts with only one 21st CCLC program or school districts with no 21st CCLC program in the current school year. Novice applicants are those organizations that have never received a 21st CCLC grant. For a list of underserved geographical regions, go to: <http://www.ncpublicschools.org/21cclc/rfp/>. Any applicants proposing to provide a summer program component must propose to include that component for each of the years funded in the grant cycle.

NOTE: Local education agency applicant forms must be signed by the Superintendent.

Funding Availability

Organizations are eligible to receive three-year grants of not less than fifty thousand dollars (\$50,000) and up to four hundred thousand dollars (\$400,000) a year, based on the proposed number of students served, with an option for a second and third year of funding. To determine the level of funding eligibility, organizations will utilize the [Wallace Foundation Out-of-School Time Cost Calculator and the North Carolina Department of Commerce County Tier Designations](#). Each organization will complete the Cost Calculator with information tailored to that organization's proposed program and will attach a printout of the results to the application. Among its output, the Cost Calculator will provide an annual total program cost with low, median, and high estimations. Organizations serving schools in counties designated as Tier 1 counties are eligible for 90% of the high annual total program cost; Tier 2 county organizations are eligible to receive 85% of the median annual total program cost; Tier 3 county organizations are eligible to receive 80% of the low annual total program cost. (City organizations will use the Tier designation for the county in which they are located.) No organization is eligible to receive a grant award totaling less than \$50,000 or more than \$400,000 after Cost Calculator and Tier Designations are applied. Cost Calculator results must be submitted in the Related Documents section in CCIP. For more information, refer to page 29.

NOTES:

- **Projected program costs must be based on a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week.**

- Since 21st CCLC grants are made available on a reimbursement basis, applicants are strongly encouraged to secure sufficient funding or a line of credit to operate the 21st CCLC program for approximately a two-month period.
- All federal funds are contingent upon annual budgetary Congressional approval. The requested total amount of funds is a request and may not reflect the final amount approved by the State Board of Education (SBE). The SBE has final funding approval for competitive grants.

Award Periods

North Carolina 21st CCLC programs are renewable for up to three (3) years. Continuation awards are contingent upon availability of federal funds and are based on the program's ability to demonstrate compliance with state and federal law, progress toward fully implementing the approved program, and progress toward local program goals including enrollment goals.

Each sub-grantee can be awarded funds for the academic year starting on July 1st of the initial year and ending on September 30th of the following year (e.g., July 1, 2017 through September 30, 2018). Reimbursement requests must be based on actual expenditures versus encumbrances made prior to the September 30th deadline. There is no liquidation period. All unspent funds remaining at the end of the grant period of availability will revert back to the State.

In each year of implementation, enrollment and attendance records for grantees are carefully monitored to determine if sufficient progress is made toward enrollment goals identified in the approved project. Monitoring includes on-site visits as well as required quarterly reporting. Funds are allotted in three installments based on the grantee's demonstration of sufficient progress toward enrollment goals as follows:

- Initial allotment equal to 34% of total approved grant award;
- Second allotment equal to 34% of the total approved grant award for 50% enrollment goal met; and
- Final allotment equal to 32% of the total approved grant award for 75% enrollment goal met.

If at any time during the first year or in subsequent years of continuation awards it is determined that enrollment goals are not sufficiently met to support the total approved grant award, the sub-grantee may request a voluntary reduction or termination of the grant. If a grantee requests a voluntary reduction in the first year of the grant award, but is able to increase enrollment in subsequent years of the renewal period, the total award for that year may be made available for the sub-grantee's 21st CCLC program if sufficient documentation is provided to ensure that enrollment goals are met.

NOTE: The award period is contingent upon final SBE approval of the Allotment Policy Manual for the 21st CCLC program.

DIRECTIONS FOR APPLICATION PLANNING WORKSHEET

The Application Planning Worksheet and Application Guidance are intended to assist applicants with the development of the proposal; however, **final applications are considered to be those submitted through the North Carolina Comprehensive Continuous Improvement Plan (CCIP) system.** Although using the Application Planning Worksheet is not required and will not be collected, it is strongly recommended to ensure that all necessary information is collected by the applicant prior to entering information into the CCIP system.

CCIP is a web-based planning and grants management tool. CCIP is comprised of two key components: 1) a Planning Tool; and 2) a Funding Application. The Planning Tool contains the Needs Assessment and program Goals along with supporting strategies and activities. The Funding Application contains sections for the proposed Budget, Grant Details, Plan Relationships, and Related Documents. In general, CCIP connects program goals for the 21st CCLC program to the budgeted activities that are designed to help students meet State and local academic achievement standards.

The goals of CCIP are:

- To reduce the administrative burden placed on eligible entities when applying for grant funding;
- To increase transparency of grant activities to ensure funds are spent in accordance with federal and state guidelines; and
- To reduce duplication of information across the state.

Only those applications submitted through CCIP will be considered for review and/or evaluation when applying for federal funds for the 21st Century Community Learning Centers (CCLC) program. All approved applications will be made publically available through the CCIP system.

I. PLANNING TOOL

A. Needs Assessment (10 points)

The applicant must clearly describe the stakeholders to be served, use data to demonstrate the need for the program, and summarize the unmet needs the program proposes to meet.

Applicants must provide a:

1. Clear description of those the program proposes to serve including: feeder school(s), students, and the community.
2. Clear and succinct summary of relevant data from multiple sources that effectively demonstrates the needs of stakeholders.
3. Detailed and clear description of the unmet needs of those the program proposes to serve.

Applicants must conduct and describe a school and community needs assessment to determine the focus of the grant proposal. A needs assessment will help to identify both the needs of the students and the gaps in services that are necessary to assist them. This information should come

from local school/community-based data and will assist in determining the program's design and Annual Performance Goals. These data may include, but are not limited to the following:

- Poverty rates in the schools to be served;
- Percentage or recent growth of Limited English Proficient students and adults;
- Reading and math scores;
- Educational levels for the identified students and their families;
- Trends in EOC and EOG test data, especially for any Priority and Focus schools to be served;
- School truancy rate;
- Juvenile crime rates;
- Violent and drug-related offenses;
- Short-term suspension or office referral rates;
- Long-term suspension or expulsion data;
- Attendance data;
- Graduation rates;
- School dropout rate;
- Survey results that support program needs;
- Interviews with stakeholders; and
- Other county, school, or local education agency data.

Applicants must provide a description of the community and school(s) to be served by citing factors that impact the educational outcomes of the identified students. An effective assessment of needs will include trend data over a minimum three-year period.

B. Goals, Strategies, and Performance Measures

Applicants must describe the proposed program goals, SMART strategies, and performance measures they propose to address the targeted challenges identified from their community needs assessment.

Goals

A **goal** is an overarching principle that guides decision-making.

Strategies

SMART strategies are specific, measurable, attainable, realistic, and timely efforts taken to meet a goal. There may also be multiple **action steps** involved in each strategy. When possible, delineating strategies into multiple action steps is recommended to help the applicant with effective implementation and ongoing measurement of the strategy. SMART strategies include the following:

- The instructional approach and materials to address the strategy;
- The people whose behaviors knowledge, and/or skills are to be changed as a result of the program;
- The intended behavior, knowledge, and/or skill changes that should result from the program or activities; and

- May involve multiple **action steps**

Performance Measures

Performance measures indicate how those goals and objectives will be measured. Performance Measures include the following:

- What tool or device (surveys, tests, data from school or other sources) will be used to measure the expected changes;
- What the criteria for success will be; and
- When the expected outcome will occur.

For example, if one of the goals of a program is to help students improve their reading skills, an objective for that goal might be to increase the percentage of students in the program that move from scoring below grade level to scoring at grade level on state reading tests each year. The objective could be measured annually using the state end-of-grade test score data from program participants. It is best to quantify the objective into a criterion for success. In this case, the criterion might be to increase the percentage of students in the 21st CCLC program scoring at or above grade level by 5 percentage points within a given time frame (e.g., students scoring at or above grade level will increase from 21% to 26% by year two of the grant).

Several strategies may be needed to successfully achieve one goal. For example, a second strategy for the goal of helping students improve reading skills might be for students to report reading more books for pleasure over a period of time.

II. FUNDING APPLICATION

A. BUDGET

Once the new grant proposals have been approved for funding and have been provided technical assistance by NCDPI, the awardees will be required to submit a detailed proposed budget under the appropriate purpose and object codes as described in the Uniform Chart of Accounts (COA). Prior to the actual release of funds, NCDPI must review and approve the detailed budget. The COA with code descriptions is available at: <http://www.dpi.state.nc.us/fbs/finance/reporting/coa2016> (See *Working Documents* section).

A general description of the purpose codes used for the 21st CCLC program is as follows:

Purpose Code 5000 – Instructional Services:

Instructional services include the costs of activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom or in another location for the 21st CCLC program. Included here are the costs of salaries and benefits for teachers, instructional assistants, instructional leadership and support staff, as well as contracted instructional services, instructional supplies, materials, and equipment, professional development, and any other cost related to direct instruction of students. Any site-based instructional supervisor or coordinator coded to this function should spend at least 75% of his/her time on these duties. Costs of activities involved in evaluating, selecting, and implementing instructional tools and strategies, curriculum development, demonstration teaching, and delivering staff development are also included here. Please note that the use of

an external evaluator is allowed, but not required. The cost of the external evaluation must not exceed an amount equal to three percent (3%) of the total grant award.

Purpose Code 6000 - Support Services:

Support services include the costs of activities providing support for the 21st CCLC program regardless of where these services are housed. These services provide administrative, technical, personal, and logistical support to facilitate, sustain, and enhance instruction. Included here are the costs of salaries and benefits for program leadership, support and development and associated support staff, and contracted support services. Costs of activities involved in developing/administering budgets, authorizing expenditures of funds, evaluating the performance of subordinates, developing policies for the program as a whole are include here. Administrative costs should be reflected in purpose code 6000.

Purpose Code 7000 – Ancillary Services

Ancillary services cannot be charged to the 21st CCLC grant.

Purpose Code 8000 – Non-Programmed Charges

Non-programmed charges for the 21st CCLC grant include amounts expended for indirect costs charged to a grant. Indirect cost rates for LEAs and non-LEA's are calculated by the NC DPI and communicated to grantees on an annual basis. Grantees may spend no more than the calculated rate of each year's budget on activities related to the fiscal agent's administration of the 21st CCLC grant (Indirect Cost).

General Budget Preparation

Applicants must be able to demonstrate the extent to which the costs are reasonable and necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application. **Administrative costs are limited to 12% of the total annual award and include all costs administrative salaries and indirect costs.** As previously noted, administrative costs should be reflected in purpose code 6000.

Applicants should exercise caution in selecting subcontractors to implement specific program components. Grantees may not enter into contracts to any party that is debarred or suspended or excluded from or ineligible for participation in federal programs under Executive Order 12549, "Debarment and Suspension." For a list of North Carolina Debarred Vendors, go to: <http://www.doa.state.nc.us/PandC/actions.asp>. For the Federal Excluded Parties List System, go to: <https://www.epls.gov/>.

- Grantees must conduct an inventory of equipment purchased with grant funds once every 1-2 years and reconcile that information with the property records. For purposes of this grant, an equipment inventory is required annually.
- If equipment is to be used during the regular school day hours, the cost of the equipment must be prorated based upon percentage of use.
- Grantees must maintain effective control and accountability for all grant cash, real and personal property, and other assets. Additional information is provided in the Fiscal Guidance available at: <http://www.ncpublicschools.org/21cclc/> explains these requirements.

- The federal guidelines allow student incentives with no intrinsic value (i.e., less than \$25.00). All legitimate expenses must be included in the budget. (e.g., T shirts, a free book, etc.). Note that no direct cash can be given to students.

NOTES:

- **The proposed budget submitted with the 21st CCLC application is NOT the approved budget for release of funds. If the application is approved, sub-grantees must submit a final budget for the full amount of the award by line item detail for review and approval prior to the release of funds.**
- Since 21st CCLC grants are made available on a reimbursement basis, it is strongly encouraged that applicants have secured sufficient funding or a line of credit to operate the 21st CCLC program for approximately a two-month period.
- This section is solely for costs that will be paid from the 21st CCLC grant and does not include any matching contributions listed in the previous section. However, the Total Cost Form in the Related Documents section of CCIP will include both grant funds and matching contributions.

Use of Funds

Grant funds must be used in a manner consistent with all requirements of the statute and must be used only to supplement, **not supplant**, any federal, state or local dollars available to support activities allowable under the 21st CCLC program. Funds may be used to expand or enhance, but not replace, current activities. Proposed budgets must be developed in consideration of costs that are reasonable and necessary to fulfill the goals of the 21st CCLC grant. **Sub-grantees are strongly encouraged to attend all training provided** to assist non-LEAs and LEAs on budget and operational requirements, as related to the [Educational Department General Administrative Regulations](#) (EDGAR).

Funds may be used for program implementation as well as for operational expenses, including, but not limited to the following:

- Personnel and personnel benefits;
- Staff development and training;
- Consultants, subcontracts and evaluators;
- Leasing vehicles and other transportation costs;
- Educationally-related field trips (see “Entertainment” note below);
- Renting space, if necessary;
- Teacher substitutes;
- Travel reimbursements; or
- Classroom equipment and supplies, including computers and software.

NOTE: LEAs that choose to cost share (split-fund) 21st CCLC-funded equipment, materials, and staff with the activities occurring during the regular school day, must provide evidence that the percentage of use or full-time equivalent (FTE) is correlated to the percentage charged to the 21st CCLC in comparison to regular school-day activities.

Funds may **NOT** be used for the following:

- Costs for developing the proposal;
- Entertainment or any costs associated with entertainment;
- Land acquisition;
- Building or renovation costs;
- Purchase of vehicles;
- Leases of more than 12 months in duration;
- Cost of conducting an audit if total of all federal grants received is less than \$500,000; or
- Other items outlined in the EDGAR.

NOTE: Grant writer fees and costs associated with entertainment are unallowable under this grant. This is NOT an all-inclusive list of non-allowable expenses.

B. GRANT DETAILS

NOTE: An entry of "N/A" in a narrative box will yield a score of zero (0) points for that item.

Total Amount Requested

Applicants must enter the total amount requested to support the school year and if the applicant is proposing to operate a summer program component, the total amount should include those anticipated costs as well. **For the 2017-18 competition**, applicants will use the Wallace Foundation Cost Calculator to determine the total cost of the proposed program. Programs should consider any need for in-kind and matching contributions provided by any partnerships when determining requested amount compared to the projected total program costs. Program costs must be based on a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week. The Wallace Foundation Cost Calculator can be found here: [Wallace Foundation Out-of-School Time Cost Calculator](#).

Applicants must enter the total number of slots the program proposes to serve.

1. Absolute Priority

Applicants must include the proposed schools that will be served in the 21st CCLC program. Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate. For information on the poverty rates of schools, go to: <http://www.ncpublicschools.org/program-monitoring/titleIA/>. The list of Title I Schools on the website includes the poverty rates of all public schools in North Carolina.

Note: In the Required Document section, applicants must 1) list the public schools and 2) indicate the average percentage of low-income children attending the public schools that will participate in the 21st CCLC program.

2. Competitive Priorities

Applicants must indicate which of the following competitive priorities will be met through the proposed 21st CCLC program:

1. Jointly submitted by at least one local education agency (LEA) and one other eligible entity
2. LEA unable to partner with a community-based organization (If checked, please complete narrative box 1 below)
3. Offering program in an underserved geographic area of the state
4. Serve schools identified as Focus/Priority
5. Summer programming offered
6. Novice 21st CCLC applicant (If checked, please complete narrative box 2 below)

3. Program Abstract

Applicants must provide a concise program abstract to assist evaluators in understanding the overall program needs and goals. Program abstracts are much like any other summary in that their main goal is to provide a condensed version of the content of a longer proposal. The program abstract is typically written after the entire proposal is complete and can be viewed as a synopsis of the key aspects of the proposed project.

As a brief summary, the program abstract should communicate the program mission and vision, clearly frame the intent of the proposed project, and describe how the proposed project will meet the needs of the target population.

NOTE: The text box is limited to 8000 characters including spaces.

4. Organization Type

Applicants must indicate the organization type that is submitting the application as the Fiscal Agent for the grant. If at any time the Organization Type changes, it is the responsibility of the Fiscal Agent to notify NCDPI of information that changes.

If the organization type is a public or private organization (i.e., not an LEA), the applicant must describe how the program was developed and will be carried out in active collaboration with the schools the students, attend, including the primary point of contact at the feeder schools(s), the process and frequency for ongoing and regular communication with the feeder school(s), and specific procedures that will be used to coordinate learning activities with the classroom teacher of other school staff.

5. Program Structure

Availability

Applicants must indicate when programming will be offered during each year of the grant funding. Programs may be offered as afterschool, before school, evening, Saturdays, and during summer or intersessions when outside of the regular school year.

Students Served

Applicants must indicate the grade level(s) of student to be served in the program. The grade level indicated should be aligned to the inputs provided for the Wallace Cost Calculator.

Program Centers

21st CCLC programs may be located in schools, community and/or faith-based facilities. If programs are operated in facilities other than a school, the facility must be at least as available and accessible to the participants as if the program were located in a school. Program officials are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that facilities for community learning center programs must be accessible to persons with disabilities.

Applicants must list all sites (i.e., centers) where 21st CCLC programs will be operated during the regular school year and during the required summer component. For each site, list the days of operation, number of hours offered each week, and total number of slots that will be available for students. Please note that programs must offer a minimum of fifty (50) slots for a minimum of twelve (12) hours per week during the regular school year and the summer component of the program.

NOTE: For activities carried out in public schools, the 21st CCLC grant requires equitable participation of private school students, students with disabilities, teachers, and other educational personnel who are a part of the target population.

6. Program Design (20 Points)

The U.S. Department of Education encourages State education agencies (SEAs) to consider awarding fewer but more substantial awards – large enough to fully implement comprehensive plans described in successful grant applications – rather than a larger number of small awards unlikely to have any measurable impact on student achievement. Applicants must propose programs that are of sufficient scope to fully implement comprehensive plans that are most likely to have a measurable impact on student achievement. In general, community learning centers offer programs during non-school hours or periods when school is not in session (such as before and after school or during summer recess).

While summer programming is not required, summer programs afford students an opportunity for year-round learning. Year-round learning consists of intentional, community-based efforts to link school, afterschool, and summer learning for the benefit of youth. Implementing summer learning programs can benefit youth in the following areas: better grade transition, prevention of academic loss, and greater exposure to experiential learning opportunities (Harvard Family Research Project, 2011). In addition, the Wallace Foundation finds that summer programs provide a safe and structured learning environment. Most importantly, summer programs can keep students focused and learning—and can mitigate academic losses that may occur when students are not in school. In addition, summer programs must serve as an extension of the yearlong program and must adhere to the same guiding principles as the proposed yearlong program.

The following resources may assist applicants in the design of the summer component:

- [*Special Report on Summer: Missed Opportunities, Unmet Demand*](#)
- [*Harvard Family Research Program*](#)

The applicant must clearly describe the overall program design and its alignment with stakeholder needs; specify the proposed academic enrichment activities and other activities that will complement the regular academic program; provide a rationale for the selection of key activities or instructional resources (e.g., research, best practice, prior experience); and include a clear schedule for the planned activities (weekly, monthly).

Applicants must provide a:

1. Clear summary of the overall program design with specific alignment to the identified stakeholder needs;
2. Clear description with justification of planned academic enrichment activities to help students meet State academic standards;
3. Clear description with justification for other planned activities that complement the regular academic program;
4. Clear rationale for the selection of key program activities or instructional resources; and
5. Clear description of the overall schedule of activities to be provided to students.

Program Activities

Applicants must indicate the activities that will be offered in the 21st CCLC program to improve the academic achievement of students. 21st CCLC program activities are those statutorily authorized events or undertakings at the center that involve one or more program participants.

Sample Program Schedule

Applicants must provide a sample schedule for one week/month of programming. If the program schedule varies between sites, provide a sample schedule for each. Sample schedules may be found in Appendix B.

Evidence-Based Practices

Applicants must describe how program activities will demonstrate that the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will competent and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

7. Family Engagement and Communication (10 Points)

Applicants must describe the activities that will be offered to families of students served by community learning centers that include ongoing regular communication and opportunities for literacy and related educational development. Parental/family involvement is critical in promoting not only student success, but also program success. A large body of research has shown there is a significant link between family involvement and student achievement.

Therefore, 21st CCLC programs will be required to provide meaningful activities to parents of participating students.

Applicants must provide a:

1. Clear description of proposed methods for communicating with families.
2. Clear description of specific activities for meaningful family engagement that will help families support the academic needs of students, including literacy or related educational development.
3. Detailed schedule/ description of proposed family engagement activities.

Prospective grantees should design a plan for implementing activities for parents of participating students that may include but are not limited to the following:

- English as a Second Language;
- Literacy and mathematical assistance;
- GED preparation classes;
- High School completion classes;
- Parenting classes; or
- Other family-oriented programs.

These activities may be aimed at improving the skills of parents or at supporting the connection between parents and their children's learning needs. Applicants also must include a description of how parents will be provided with ongoing communication about the 21st CCLC program.

8. Project Administration (10 points)

Applicants must provide a clear plan for overall management of the 21st CCLC program including community outreach, staffing, professional development/training, and student transportation.

Applicants must provide a:

1. Clear description of proposed outreach activities designed to inform the community about the 21st CCLC program (e.g., access).
2. Detailed staffing plan that includes:
 - description of the roles of key personnel and expected qualifications
 - planned staff recruitment activities
 - strategies to support staff retention
 - methods for volunteer management (if applicable)
3. Well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.
4. Clear and specific description of how students will be safely transported to and from the 21st CCLC.

Community Outreach

Applicants must describe marketing and communication strategies sufficient to ensure that the community will be informed about the availability of the 21st CCLC program and what information is available for their review including the organization's application for the grant. Strategies must be designed to ensure that information must be made broadly available to the community. The description must include a timeline of when various strategies will be implemented and the persons responsible for each strategy.

Staff Recruitment and Retention

Applicants must describe processes and procedures for hiring and retaining staff. Recruitment and retention depend on a variety of factors including the needs of the program, available resources, and local workforce. When recruiting and retaining staff including volunteers, 21st CCLC program directors must employ a variety of methods including the following:

- Matching staff with positions that allow them to exhibit their strengths;
- Providing time for staff meetings on program improvement and addressing student needs;
- Ensuring that staff members have access to materials and resources that inform their work; and
- Providing staff continual feedback on how to improve their practice.

Staff members should be hired according to the sub-grantee's written procedures and policies. Sub-grantees must ensure that staff members have received appropriate and thorough training on program requirements, program design, and program goals and objectives. Staff must be well informed about their job descriptions, performance expectations, and information regarding the evaluation of their job performance.

[The North Carolina Afterschool Professional Core Competencies](#) should serve as a guide to directors for identifying appropriate staff for each level of responsibility in the 21st CCLC program. The competencies outline eight key content areas of skill and knowledge for afterschool program staff and are categorized according to five levels necessary to ensure quality programming. The skill levels establish a continuum from beginning workforce skills (Level 1) to an advanced level of skill, which includes academic preparation (Level 5). Depending on a professional's role, setting, or experience, he or she may have skills at varying levels in the different areas. Not all programs will employ staff persons at each level. The site also offers an evaluation instrument, sample job descriptions, and sample professional development plans.

Professional Development

A well-trained staff is critical to the success of a 21st CCLC program. Initial and ongoing staff training increases the likelihood that all program goals will be met. All staff and volunteers should be appropriately trained on policies and procedures related to expectations for staff, student engagement, and student health, safety and well-being.

In addition to using the *North Carolina Afterschool Professional Core Competencies* as a guide for selecting staff, this valuable resource should also be used when making decisions about professional development for staff working in the 21st CCLC program. Identifying existing skills

and knowledge of each staff member serves as a way to individually support professional growth with skills and abilities necessary to work with school-age children and youth in out-of-school time programs. Written professional development plans should include both activities for all staff as well as activities to address individual staff needs.

The competencies also serve as the foundation for the [North Carolina Afterschool Professional Development System](#). Developed through collaborative partners with the North Carolina Center for Afterschool Programs (NCCAP), the system provides an online centralized database of afterschool training opportunities across the state. The database is searchable by filters (county, staff level, content area, etc.).

Student Transportation

Regardless of where the 21st CCLC program takes place, applicants must ensure that students travel safely to and from the community learning center and home and must describe how this will be accomplished in the application narrative. For sites operating on school campuses, this will include information on supervision of students arriving and departing from the 21st CCLC program. For sites operating off school campuses, information must be provided as to how students will be transported to the center in a way that makes the program as accessible to them as if it were on a school campus. 21st CCLC programs must provide transportation for all participants as needed.

9. Capacity to Implement, Partner, and Sustain (10 Points)

Applicants must describe a) the organization's past experience/success in providing proposed services; b) the organization's available resources to be used in the program (e.g., facilities, equipment, technology); c) the organization's intended collaborations and partnerships; and, d) the organization's approach of funding sustainability after the grant ends.

Applicants must provide a/an:

1. Extensive record of past success in implementing proposed services or a compelling description of how the lead organization and/or its partners will ensure high-quality academic enrichment services are provided.
2. Detailed description of available key resources to implement the proposed program.
3. Clear description of intended collaborations and/or partnerships to supplement services and resources.
4. Convincing approach to increasing community support and securing funding beyond the grant.

The establishment of collaborative partners is critical to both the implementation and sustainability of the 21st CCLC program. Collaborative partners provide resources which may be defined as contributions of expertise, facilities, in-kind or other types of services. Identify the partnering organization contributing each resource. A collaborative partner provides routine, regular, and ongoing services to the program as outlined in a signed partnership agreement. Vendors are not considered to be collaborative partners, but are paid contractors who provide specific, time-limited services.

Effective partnerships within the community allow for more efficient use of local resources. Potential partners may include financial institutions and large retail chains. 21st CCLC program directors may also seek support from various regional and national foundations such as the National 4-H Council, Boys & Girls Clubs of America, United Way of America, and the YMCA. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, a community learning center that partners with a hospital, the local church, and a local printing company in the community may more readily offer services. For example, these partners may offer health care information, provide church volunteers for serving snacks, and promote the program with free copying services.

Applicants must describe the process and action steps that will be implemented to promote sustainability beyond the grant. In support of the sustainability plan, programs must maintain accurate records and track data to demonstrate success. Data that substantiates children's academic and personal growth resulting from the 21st CCLC funded program can illustrate to community members, parents/guardians, and potential funders the importance of continuing the work beyond the 21st CCLC funding cycles.

NOTE: An individual, agency, organization or other entity that is contracted to provide services described in the proposed program is considered a vendor, not a partner. For the purpose of this funding, the independent evaluator is a vendor, NOT a partner.

10. Evaluation Plan and Use of Data (15 points)

A clear evaluation plan will demonstrate how the applicant proposes to hold itself accountable for monitoring and reporting on its program effectiveness. It will identify and describe the measures of student success to be used; how the data on participating students will be collected and analyzed; and how the data will be used for formative (program monitoring and improvement) and summative (student progress and accountability) purposes.

Applicants must provide a:

1. Clear and specific articulation of program effectiveness measures with a focus on student attendance and achievement; (Note: Measures must include at least one attendance measure and one student academic achievement measure);
2. Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness; and
3. Clear and convincing description of how data will be used to improve the program (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared.

Your evaluation plan must include three components:

1. Clearly describe the **student success measures** that you propose using to monitor and report on the impact of your academic enrichment activities. Your student success measures should include:
 - At least one program attendance measure (e.g., average number of days attended and/or number/percent of students who did not meet, met, or exceeded 30-day attendance threshold for “regular attendee”)

- At least one academic achievement measure (e.g., EOG/EOC results, district or school assessment results, improvements in student grades, teacher reported improvements in homework or class participation, etc.).
2. Describe, preferably in table format, the data collection plan for your identified student success measures (e.g. attendance in program, achievement measures as described above, teacher, student, or parent surveys); that is, **describe how you will acquire or collect the needed data for each student success measure you propose** to use in assessing your program’s effectiveness. Example:

Type/Name of measure	Description of measure	How data will be collected (e.g., EOG data requested from district, attendance data collected daily and entered in database)	Timeframe for data collection	How data will be analyzed or reported (e.g., pre/post averages for achievement measures)
1.				
2.				
3.				

In addition, in your narrative accompanying the data collection plan, please describe how your proposed student data for monitoring program effectiveness will be managed (e.g., type of database, who is responsible for data collection and management, if an external evaluator is involved, etc.).

3. Describe **how you will use your data** for each purpose below:
- Formative purposes (e.g., discussions of needed program improvements and/or annual planning-goals and objectives)
 - Summative purposes (e.g., assessing student progress and annual evaluation reporting to stakeholders, the community, and state)

For formative purposes, please describe how data will be used during the year to inform program improvements or to adjust annual program goals or objectives. For your end-of-year evaluation report, please identify who will be responsible for generating the annual evaluation report, the expected outline of the report, and how the report will be shared with stakeholders or the community.

Sometimes, external evaluators are used when an organization desires an independent assessment of the program. The use of an external evaluator is not required. If an external evaluator has agreed to serve as the evaluator for the program, the evaluation plan should identify that individual and/or organization. A description of the qualifications and responsibilities of the evaluator should also be included. If the services of an external evaluator are solicited, the amount to be paid to the evaluator from grant funds cannot exceed three percent (3%) of the grant award amount. If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other resources.

NOTE: If 21st CCLC funds are used to pay for an external evaluation, a copy of the evaluation must be provided to NCDPI.

11. Budget Narrative and Alignment (10 points)

A complete **detailed budget**, along with a **corresponding budget narrative** must be submitted with all proposals. A budget narrative explains or justifies the estimated costs by line item or category in the budget. Proper budget narratives should explain how the costs associated with each line item or category relate to the implementation of the project as outlined in the proposal being submitted. Essentially, the budget narrative ties the detailed budget to the proposal deliverables or statement of work. **Narratives should be written in such a way that someone not specifically familiar with the project can understand the rationale for and calculation of the anticipated costs identified.**

Applicant must provide a detailed:

1. Budget narrative that clearly aligns to activities and administration proposed for program; and
2. Description that sufficiently demonstrates that costs are reasonable and necessary given the program design and size.

Applicants must provide a detailed description for each object code included in the budget grid in the Budget section.

Allowable and Non-Allowable Costs

As a general rule, program funds may be used only to cover costs that (1) comply with the approved grant application and budget; and (2) are reasonable and necessary for the proper and efficient performance and administration of the grant. A cost is reasonable if, in its nature, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time that the decision to incur the cost is made.

In addition, administrative costs may not exceed twelve percent (12%) of the total annual award. Administrative costs include salaries/benefits for administrative staff and indirect costs. Grant writer fees and costs associated with entertainment are not allowable under this grant.

Budget Narrative Requirements

All items included in the proposed detailed budget must clearly relate to the proposed program and its administration and be sufficiently described in a separate budget narrative, including all staff positions (i.e., Project Director) to be funded from the grant. In your budget narrative, provide a justification for your costs in each expenditure category as described below. Include narrative that supports each line item of cost budgeted. Also under each category, describe any match funding that will be contributed by partners as in kind or cash and how it will be used in the program.

I. Personnel - Enter a description of the itemized personnel (staff) costs requested (e.g., Program Director, other project staff, consultants, etc.). Provide a brief explanation of the

work to be completed by each position budgeted for the project and how the work of each budgeted position will support the purpose and goals of the overall project. Note. Within the Personnel category, document the fringe benefits rate applied to each budgeted staff position assigned to the project.

II. Operational Costs - Enter a description of each budgeted cost item that will be needed to maintain the daily operations of the program. Explain the need for each item, how it will further the objectives of the project, and how the cost estimation was determined.

III. Purchased Services - Explain the need for each purchased services and how their use will support the purpose and goals of the project. For each sub-contract, describe the associated activities, scope of work or services to be provided and how the costs were estimated. If budgeting for a procurement action, document how bid and procurement procedures will be maintained.

IV. Supplies/Materials - Describe and itemize the materials & supplies requested for purchase, the intended purpose, and how the estimated costs were determined for each item.

V. Equipment/Furniture Purchases - Describe and itemize the equipment requested for purchase, the intended purpose of each item, and how the estimated costs were determined. These costs should only include the costs to purchase new equipment needed to complete the project and **not equipment rental costs or costs for equipment already owned by the applicant organization**, which should typically be listed in the Other Direct Costs budget category.

Applicants must provide a detailed description for each object code included in the budget grid in the Budget section. Applicants must be able to demonstrate the extent to which the costs are reasonable in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the proposed budget must clearly relate to activities described in the program design section of the application. All staff positions, including the Program Director, to be funded from the grant must be described.

As a general rule, program funds may be used only to cover costs that (1) comply with the approved grant application and budget; and (2) are reasonable and necessary for the proper and efficient performance and administration of the grant. A cost is reasonable if, in its nature, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time that the decision to incur the cost is made.

NOTES:

- **Grant writer fees and costs associated with entertainment are unallowable under this grant.**
- **The limit on administrative costs including salaries for administrative staff and indirect costs may not exceed twelve percent (12%) of the total annual award.**

12. Dun and Bradstreet D-U-N-S Number

Each applicant is required to obtain a Dun and Bradstreet D-U-N-S number in order to complete the 21st CCLC application through the CCIP system. This information must be entered into a field

in the application that will not allow the user to submit its application without the number being entered.

Overall Proposal Alignment (10 points) – NOT a separate narrative for applicants

In addition to the sections that will be scored as a part of the peer-review process, all sections of the application will be reviewed for overall proposal alignment. **Please note, this is a not a separate section to be completed by applicants.**

Applicants should provide a proposal that, as a whole, is aligned and coherent. More specifically applicants should ensure that they submit:

- A well-written proposal that is clearly aligned across all sections of the application.
- A proposal that makes a compelling case for the need and rationale for the program and for the likelihood of measurable student success.

After scoring each of the 7 individual sections of the application described previously corresponding to sections in the CCIP, the grant reviewers will be asked to score the overall proposal in terms of its alignment across all sections and in terms of how well it makes a compelling case for the need and rationale for the program and for the likelihood of measurable student success (additional 10 points maximum). Thus, it is important for applicants to ensure that the sections form a coherent whole. For example, the needs identified in Needs Assessment should be consistent with the activities proposed in the Program Design and Family Engagement sections. The Evaluation Plan should identify student success measures that make sense given the Needs Assessment and Program Design. The Budget Narrative and costs proposed should line up with what is proposed across the various sections of the application.

The importance of this overall alignment between need, program activities proposed, evaluation plan, and budget/cost of the proposed program is reflected in the language below from the ESSA of 2015. As described in Every Student Succeeds Act of 2015, *for a program or activity to meet the **measures of effectiveness**, programs shall:*

- (a) be based upon an assessment of objective data regarding the need for before and after school programs and activities in the schools and communities;*
- (b) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;*
- (c) if appropriate, be based upon evidence-based research that program or activity will help students meet the challenging State academic standards and any local academic standards;*
- (d) ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and*
- (e) collect the data necessary for the measures of student success.*

C. PLAN RELATIONSHIPS

The Plan Relationships will populate with the information entered in the Goals section of the Planning Tool that has a 21st CCLC fiscal resource associated with it.

NOTE: Only those goals that have a Fiscal Resource entered in the Planning Tool specifically as 21st CCLC funds will be reviewed during the application review process.

D. RELATED DOCUMENTS

- **Basic Organization Information**

For the purposes of the 21st CCLC program, the Fiscal Agent is generally the eligible entity that is authorized to receive funds from NCDPI. All information and signatures must be completed by an authorized representation of the applying organization. During the application process, the Fiscal Agent will be the primary point of contact used to notify the applicant as to the status of the application whether it is approved or not approved.

Among other things, the Fiscal Agent is responsible for receiving, managing, and administering all financial costs and expenditures in accordance with program requirements, and maintains the documentation needed to support the use of funds. The Fiscal Agent is responsible for ensuring that sub-grantees (including other partners when the sub-grantee is a group or partnership) and contractors are aware of the requirements associated with maintaining verifiable fiscal records associated with the services or other contributions provided by the organization. If at any time the Fiscal Agent changes from the one identified in the approved proposal, it is the responsibility of the Fiscal Agent to notify NCDPI of any changes.

In cases of joint submittal, Basis Organization Information will need to be copied so that each agency, entity, or organization has signed where required.

- **Statement of Assurances** - Applicants should read carefully all Assurances listed on the 21st CCLC Grant Application. Any questions on these Assurances may be discussed during one of the technical assistance workshops. The Assurances, Debarment Certification, and the Criminal Background Check Certification pages **must be signed by an authorized representative of the organization (i.e., Fiscal Agent)** seeking the grant in order for the application to be considered.

In cases of joint submittal, Statement of Assurances will need to be copied so that each agency, entity, or organization has signed where required.

- **Debarment Certification** - This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 13 CFR Part 145. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). The Assurances, Debarment Certification, and the Criminal Background Check Certification pages **must be signed by an authorized representative of the organization (i.e., Fiscal Agent)** seeking the grant in order for the application to be considered.

In cases of joint submittal, Debarment Certification will need to be copied so that each agency, entity, or organization has signed where required.

- **Criminal Background Checks Certification** - All staff and volunteers working with students must undergo criminal background checks at the federal, state, and local level. A current and accurate criminal history check must be completed for all individuals, paid or unpaid, working with children either in person or via phone/internet in the program prior to

that individual working with students including, but not limited to certified teachers, any school district staff, and any person that will be tutoring or directly working with students. No staff or volunteers may begin working with students in the 21st CCLC program until the criminal background checks have been completed and cleared. Background checks obtained/submitted by employees or volunteers must not be accepted. Any persons who are or have been convicted of any heinous crime against youth or any violent criminal acts must automatically be disqualified from employment.

In cases of joint submittal, Criminal Background Checks Certification will need to be copied so that each agency, entity, or organization has signed where required.

NOTE: The Basic Organization Information, Assurances, Debarment Certification, and the Criminal Background Check Certification pages must be signed by an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant. In cases of joint submittal, all documents requiring signatures will need to be copied so that each agency, entity, or organization has signed where required.

- **Written Fiscal Procedures** - EDGAR Part 80 specifies the fiscal requirements for grants and the associated agreements with state and local governments. Standards for financial management systems include:
 - Effective control and accountability must be maintained for all grant and sub-grant cash, real and personal property, and other assets.
 - Grantees and sub-grantees must adequately safeguard all such property and must assure that it is used solely for authorized purposes.
 - Actual expenditures or outlays must be compared with budgeted for each grant or sub-grant.
 - Accounting records must be supported by such source documentation as cancelled checks, paid bills, payrolls, time and attendance records, contract and sub-grant award documents, etc.

EDGAR does not stipulate a particular kind of accounting system. However, it is not sufficient to record that \$5,000 was spent on equipment. The accounting system must maintain \$5,000 was spent on a computer from [NAME] Company and the date of the purchase. Spreadsheet programs, especially for smaller grantees, are usually sufficient.

Written fiscal procedures including job descriptions must be in place. The procedures should emphasize how the sub-grantee segregates duties. As applicable, policies should be in place for procurement, vendor payment, inventory, payroll time and distribution, cash requests and records retention. And, most important, the procedures must provide a description of how these procedures will be followed.

- **Audit Statement** - Audits must be conducted by a certified public accountant (CPA) or by an accountant certified by the Local Government Commission (LGC) as qualified to audit local government accounts. The audits shall be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with general accepted accounting principles (GAAP). All applicants are required

to submit the most recently completed audited financial statement for the Fiscal Agent with this grant application. If no statement is available, applicant must include a written statement explaining why audit information is not available.

- **Private Schools Consultation** - The organization must notify private schools operating within the 21st CCLC program area of availability, of the opportunity for private school student participation at no cost. The private schools included must be listed to include any private schools operating in the attendance area of the 21st CCLC program. If no private schools are operating, the applicant must indicate that no schools are operating and include in the application.

NOTE: The current list of North Carolina conventional non-public schools (i.e., private schools) is available at: <http://www.ncdnpe.org/convnonpub.aspx>.

- **Total Cost Form** - Applicants must list by line item all funding sources for the proposed program including requested grant amounts and the required matching contributions.
- **Wallace Foundation Cost Calculator Outputs** - Applicants must upload a copy of the results of the [Wallace Foundation Out-of-School Time Cost Calculator](#) to support the total funds requested.
- **Proposed Feeder Schools and Poverty Percentages** – Applicants must complete the Excel template provided with appropriate information completed for all schools the 21st CCLC program proposes to serve and the related poverty percentages of each.

Optional Documents

- **Letters of Commitment** - The establishment of collaborative partners is critical to both the implementation and sustainability of the 21st CCLC program. A collaborative partner provides routine, regular, and ongoing services to the program as outlined in a signed partnership agreement (e.g., the regular use of facilities and equipment, mentors/tutors, etc.). A collaborative partner also plays a critical role in sustaining the program as grant funds decrease. Although Letters of Commitment are in the Optional Document section, applicants can demonstrate efforts to establish and maintain partnerships for implementing and sustaining the grant by including signed Letters of Commitment in the application. The review of these documents will be part of the evaluation for the Grant Details section, Capacity to Implement, Partner, and Sustain.
- **Budget Form FPD 208** – Applicants do NOT need to complete this form for the initial proposal. This form will be available for approved applications to complete prior to the release of grant funds.

APPLICATION REVIEW AND SELECTION PROCESS

As outlined with the North Carolina State Board of Education (SBE) policy TCS-O-001, all 21st CCLC applications submitted will go through the following review process.

Initial Login and Screening: Each application is reviewed by employees of the State educational agency to determine the completeness of the application and eligibility of the organization.

Level I Evaluation: The review team is comprised of experienced grant readers from various professions. Impartial reviewers will evaluate each application based on the proposed activities and the capability of the applicant to implement the proposed program.

A review team of three reviewers will assess each application utilizing a Rating Rubric. Scores from the independent evaluations will be averaged to determine a final rating for each application. Each proposal will be included in one of the five following quality bands:

1. Excellent
2. Strong
3. Average
4. Weak
5. Unacceptable

Level II Evaluation: Applications recommended for funding by the review team will be reviewed by a smaller team of reviewers (which may include the division director and review team chairpersons). These reviewers will use the following criteria and will assign priority points to applications that meet with specific funding priorities.

1. Jointly submitted by local education agency and at least one public or private community organization (or when exception is met by local education agency)
2. Propose to serve underserved geographical regions of the state
3. Designed to implement programs for students attending Focus or Priority Schools
4. Propose to provide a summer program component
5. Are novice applicants

Level III Evaluation: Using evaluation results from the level I and level II evaluations, the division director and other leadership appointed by the appropriate chief officer, jointly determine with the appropriate SBE Committee the final recommendations to the SBE for approval based on the total amount of funds requested compared to the total amount of funds available.

Upon approval from the SBE, the General Contact Person and Fiscal Agent (if different organization from the General Contact) will be notified via email and written letter through standard mail.

For information on appeals, go to: <http://www.ncpublicschools.org/21cclc/resources/>.

Appendix A: GLOSSARY OF TERMS

21st Century Community Learning Centers (21st CCLC) - programs that provide significant expanded learning opportunities for students and their families to assist students in meeting or exceeding state and local education standards in core academic subjects in a safe and healthy environment.

Center - the physical location where grant-funded services and activities are provided to participating students and adults.

Community Partner - an organization, other than the sub-grantee, that actively contributes to the 21st CCLC-funded project.

Eligible Students – programs primarily serve students from attending schools in high poverty areas and those who attend low-performing schools.

Feeder Schools - any school that is attended by a program participant is considered a feeder school.

Focus Schools – a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. A focus school is-

- a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or
- a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.

An SEA must also identify as a focus school a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school.

These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

Hours of Operation – the number of program hours offered to students participating in 21st CCLC programming. Hours of operation should be relatively consistent across the school year. **Programs must offer a minimum of 12 student contact hours per week which may include Saturdays.**

Instructor(s) – the person or persons employed by a 21st CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the 21st CCLC program. Instructors may also be referred to as “tutors.”

Local Education Agency (LEA) – local school administrative units under the governance of local boards of education (commonly referred to as local school districts).

Local Evaluation – periodic evaluation conducted by local-level 21st CCLC sub-grantees. Findings must be used to refine, improve, and strengthen the programs and improve performance measures. Evaluation results must be made public on request.

Measures of Effectiveness – standards established by USED to ensure the purpose and intent of Title IV is met through the design of programs and use of funds (See page 26).

North Carolina Center for After School Programs (NC CAP) – the advisory board that considers the thinking and experience of providers, researchers, and other professionals, in North Carolina and across the country, to determine what high quality programs have in common. Representing the diversity of North Carolina afterschool programs, NC CAP endorses nine quality indicators of effective afterschool programs.

Parent(s)/Legal Guardian(s) – refers to the person or persons legally responsible for the guardianship of the student.

Positive Youth Development – strategies that empower youth to make responsible health promoting decisions for self and community by teaching and assessing life skills, building self-efficacy in youth, fostering resiliency, modeling desired behaviors, and developing meaningful relationships in a sincere, caring, and nurturing environment.

Priority Schools – is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is a school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group; a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model. Of the 77 schools designated as Priority, 40 schools were identified under the School Improvement Grant program.

Regular Attendees – refers to students who have attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the attendance reporting period.

Regular School Day – refers to a traditional 6.5 hour instructional school day.

SMART Strategies – strategies that are Specific (S), Measurable (M), Attainable (A), Realistic (R), and Timely (T) provide specific and measurable strategies toward achieving stated goals, realistic data points to inform progress toward stated goals, and mechanisms that track the progress toward and achievement of stated goals within a given time frame.

Standards for Monitoring – a set of criteria that 21st CCLC programs are required to meet in order to demonstrate that the programs they provide to students are high quality.

State Assessment – assessment(s) administered by a given state relied upon by the state education agency (SEA) to meet consolidated reporting requirements under the No Child Left Behind (NCLB) Act of 2001.

STEM – refers to Science, Technology, Engineering, and Mathematics (STEM) programs designed to inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice.

State Education Agency (SEA or State) – the state agency that provides oversight for federal grants administration is the North Carolina Department of Public Instruction (NCDPI). The State Superintendent of Schools implements the administrative functions on behalf of the North Carolina State Board of Education.

Sub-Grantee – agency or entity that is awarded a sub-grant by and is accountable to NCDPI.

Submitted Jointly - Two or more entities or organizations who are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required.

The Elementary and Secondary Education Act (ESEA) – the principle federal law affecting education from kindergarten through high school. ESEA is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2016, and to create and implement a single, statewide accountability system.

Title I – the federal ESEA program that focuses on improving the academic achievement of the disadvantaged by ensuring that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and State academic assessments.

Tutors – the person or persons employed by a 21st CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the provider’s program. Tutors may also be referred to as “instructors.”

Appendix B: SAMPLE Program Schedules

SAMPLE One Month Programmatic Schedule for Sites

Days of the Week in Operation: Mondays-Thursdays (School Year)

Hours of the Week in Operation: 3:00-6:30 p.m.

Monthly Theme: **Weather**

Activity	Brief Description	Curriculum/ Activity Resource	Frequency/ Time	Who is Participating	Format
Attendance and snack to address juvenile delinquency	Students meet in grade level groups for roll call, select a healthy snack of choice and get instructions for the afternoon.	Not applicable	3:00-3:30/ Daily	All students	Site Director will monitor snacks and take attendance as students arrive.
Homework Assistance to address academic failure and juvenile delinquency	Students meet in smaller groups with a tutor to assist with homework. Students without homework will work on independent study to review weak skills.	County grade level pacing guides and teacher assignments	3:30-4:15/ Daily	All students	Students will break out into grade level groups for homework assistance supervised by coaches.
Reading to address academic failure.	Students work in small groups with tutor/mentor coach to reinforce and build reading skills through active learning activities and technology.	Come With Me Science; AIMS; SRA Corrective Reading, Common Core Standard Literature	4:15-:500 Mondays and Wednesdays	All students in small groups of 10-15 students	Groups of 10-15 students with mentor coach or tutor.
Math to address academic failure.	Students work in small groups with tutor/mentor coach to reinforce and build math skills through active learning activities and technology.	Come With Me Science; AIMS; Common Core Standard; Literature	4:15-5:00/ Tuesdays and Thursdays	All students in small groups of 10-15 students	Groups of 10-15 students with mentor coach or tutor
Team Building, Character Education, Social Skill	Students meet in grade level groups with behavioral health coordinator to participate in activities that build self-esteem, and goal plan.	Start Something program. Books- : Life Skills Grades K-5; Promoting Positive Values; Character Education-the ladder to Success”	5:00- 5:30 Mondays and Wednesdays	All students in grade level groups	Grouped students with behavioral health coordinator, mentor coaches or tutors
STEM Programs to address juvenile delinquency, and suspensions	Students are given time to enhance and apply skills in math and reading through the STEM activities in (science, technology, engineering)	Music, Art, Drama, Guest engineer, science professional and East Carolina University students majoring in STEM related degrees,	5:00-5:45 Tuesdays and Thursdays	All students, Students will be allowed to work individually, with a partner or in small groups	Guest presenters and instructors.
Physical Fitness and Social Development to address juvenile delinquency	Students form in interest groups to participate in fitness activities that promote team building, leadership skills, and fitness.	Geo-Fitness program, Fitness Skillastic and Energizer programs, other games	5:45-6:30/ Daily	All students in interest groups	Grouped students, recreation coordinator will participate in organized activities, with mentor coaches
Terrific Thursday to address gang violence and juvenile delinquency	Students will participate in various activities as a positive incentive to continue to do their best.	Games, Field Trips, Movies, Cultural Activities	4:30-6:30/ The last Thursday of the month	Students meeting criteria for positive behavior	Site Director, mentor coaches will monitor students during activities

SAMPLE Proposed Program Activity Schedule

Activity	Brief Description	Frequency/Time	Who is Participating	Format
Snack Time	Students receive daily nutritious snacks after reporting to after-school site	One Per Day	All Students	Students meet with group leaders in fellowship hall.
Arts Enrichment	Dance, Visual Arts, Literacy, Music and more Photography (4-H curriculum)	Daily	All Students	Large group sessions with speakers/facilitators from the community.
Academic and Technology Programming	Homework assistance. Tutoring support as needed. Computer skills development.	Daily	All Students	Students work in age appropriate group settings with group leader.
Prevention Programs	4-H All-Stars Curriculum and A Journey Toward Womanhood are two programs designed to prevent delinquency and teen pregnancy	Daily	All Students	Students working in small group setting with group leader
Field Trips	A variety of cultural field trips including the Community Council for the Arts, Neuseway Park, the NC Aquarium, libraries, Discovery Place museums, etc.	Monthly	All Students	Students working in small group setting
Recreation/Physical Activity	Students meet for structured activities such as dance, exercise, gardening, etc.	Daily	All Students	Students meet and interact in small group sessions
Saturday Academy	Leadership Development and Service Learning Component	1 st and 3 rd Saturday of each month	Selected Students	Students working in small group setting with group leader

SAMPLE Monthly Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Student Led Clubs	
<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Student Led Clubs	<input type="checkbox"/> Saturday Academy
<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Student Led Clubs	
<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help <input type="checkbox"/> Evening Parent Class	<input type="checkbox"/> Snack <input type="checkbox"/> Tutorials <input type="checkbox"/> Homework Help	<input type="checkbox"/> Student Led Clubs	

Appendix C: RESOURCES

Information on NC Schools and Students

- School Performance Data: <http://www.ncpublicschools.org/src/>
- List of Title I Schools: <http://www.ncpublicschools.org/program-monitoring/titleIA/>
- List of Priority Schools: <http://www.ncpublicschools.org/program-monitoring/esea/priority/>
- List of Focus Schools: <http://www.ncpublicschools.org/program-monitoring/esea/focus/>

Information on Afterschool Programming

Afterschool Alliance - The Afterschool Alliance was established in 2000 by the Charles Stewart Mott Foundation, the U.S. Department of Education, J.C. Penney Company, Inc., the Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation. The organization offers a wide array of publications that assist out-of-school time program officials with the development of high-quality program activities.

Harvard on iTunes U – The Harvard on iTunes U site is a tool that teachers, students, and parents can use to download the latest multimedia education resources, including presentations, professional development videos, curriculum materials and more.

National Center on Time and Learning - The National Center on Time & Learning is dedicated to expanding learning time to improve student achievement and enable a well-rounded education. The site offers valuable resources including a newly developed Quality Time Analysis Tool to review expanded learning opportunities within the school day.

North Carolina Afterschool Professional Development System - Developed through collaborative partners with NC CAP, the system provides an online centralized database of afterschool training opportunities across the state. The database is searchable by filters (county, staff level, content area, etc).

North Carolina Arts Council - The NC Arts Council has branches throughout the state and can identify program resources for Arts Education in your areas.

North Carolina Center for Afterschool Programs (NC CAP) - NC CAP provides essential resources for developing high-quality afterschool programs including the Established Standards of Excellence, Afterschool Professional Core Competencies, and Recommended Standards for After-school Physical Activity. Additionally, the 2013 Roadmap of Need is also available to assist programs in assessing the needs of the community.

North Carolina Parent Teacher Association (NCPTA) - The NCPTA offers valuable resources related to parent and community involvement including helpful parent materials on the Common Core State Standards.

North Carolina Standard Course of Study - North Carolina's *Standard Course of Study* defines the appropriate content standards for each grade level and each high school course to provide a uniform

set of learning standards for every public school in North Carolina. These standards define what students know and should be able to do.

[Southwest Educational Development Laboratory](#) - SEDL is a nonprofit corporation based in Austin, Texas. SEDL is dedicated to solving significant education problems and improving teaching and learning through research, research-based resources, and professional development. SEDL offers online resources and tools for effective out-of-school time program development.

[U.S. Department of Education \(USED\)](#) - USED in partnership with SEDL has developed the Afterschool Training Toolkit. The toolkit provides sample lessons and other resources to support academic enrichment in afterschool programs.

[Wallace Foundation](#) - The Wallace Foundation supports and shares effective ideas and practices to improve learning and enrichment opportunities for children. The website offers multiple resources to support program planning and implementation including an Out-of-School-Time Cost Calculator. This online calculator lets you determine the costs of a variety of options for high-quality out-of-school time (OST) programs. Along with other resources on this site, the calculator can help program officials make informed decisions to plan for high-quality out-of-school time programming.

[Whole School, Whole Community, Whole Child \(WSCC\) Model](#) - The WSCC Model expands on the eight elements of the Coordinated School Health (CSH) approach from the Center for Disease Control and Prevention (CDC) and is combined with the whole child framework. CDC and [ASCD](#) developed this expanded model - in collaboration with key leaders from the fields of health, public health, education, and school health - to strengthen a unified and collaborative approach designed to improve learning and health in our nation's schools. NC Healthy Schools frames its work in the context of this model.

[You for Youth](#) – Developed in partnership with USED, the website provides an online professional learning community that helps you connect with your colleagues and share what you've learned about best practices. You asked for professional learning opportunities in areas such as (1) supporting positive relationships with children and youth, (2) providing professional development and technical assistance opportunities, (3) creating partnerships, (4) managing your program, and (5) leading your staff.

Appendix D: APPLICATION SCORING RUBRIC

Applications for the 21st CCLC program are reviewed by experts with knowledge of the disciplines and programs provided for youth in the out-of-school time environment. To assist with your proposal development, the following section provides you with the scoring rubric that reviewers will use to evaluate your application.

I. PLANNING TOOL

Needs Assessment (Level I Evaluation - 10 points)

The applicant clearly describes the stakeholders to be served, uses data to demonstrate the need for the program, and summarizes the unmet needs the program proposes to meet.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Identification of stakeholders to be served	<input type="checkbox"/> Clear description of those the program proposes to serve including: feeder school(s), students, and the community.	<input type="checkbox"/> General or somewhat clear description of those the program proposes to serve.	<input type="checkbox"/> Limited or confusing description of those the program proposes to serve.
	b. Use of data to demonstrate stakeholder need	<input type="checkbox"/> Clear and succinct summary of relevant data from multiple sources that effectively demonstrates the needs of stakeholders.	<input type="checkbox"/> Somewhat clear summary of data from one or two sources that demonstrates some needs of stakeholders.	<input type="checkbox"/> Limited or confusing summary of data that does not sufficiently demonstrate the needs of stakeholders.
	c. Summary of unmet needs	<input type="checkbox"/> Detailed and clear description of the unmet needs of those the program proposes to serve.	<input type="checkbox"/> General or somewhat clear description of the unmet needs of those the program proposes to serve.	<input type="checkbox"/> Limited or confusing description of the unmet needs of those the program proposes to serve.

B. Goals (Reviewed in the Plan Relationships section of Funding Application)

II. FUNDING APPLICATION

A. Budget (Budget is estimated – final budgets will be reviewed for SBE approved applicants)

B. Grant Details

1. Absolute Priority (Verify and log in during Screening - Information for Level II Evaluation)
 - Verify that schools listed are at least an average of 40% poverty <http://www.ncpublicschools.org/program-monitoring/titleIA/>
2. Competitive Priorities (Verify and log in during Screening - Information for Level II Evaluation)
 - Verify that documents are signed by jointly submitted applications
 - Verify that project will serve Focus/Priority schools <http://www.ncpublicschools.org/program-monitoring/esca/>
 - Verify that project will serve students in an underserved area (county with less than 2 programs)

- Verify that project is Novice to 21st CCLC programs

3. Program Abstract (Level I Evaluation - reviewers read to provide context for the proposal)

4. Organization Type (Log in during Screening)

5. Program Structure (Log in during Screening)

6. Program Design (Level I Evaluation - 20 points)

The applicant clearly describes the overall program design and its alignment with stakeholder needs; specifies the proposed academic enrichment activities and other activities that will complement the regular academic program; provides a rationale for the selection of key activities or instructional resources (e.g., research, best practice, prior experience); and includes a clear schedule for the planned activities (weekly, monthly).				
Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	a. Program design aligns with identified stakeholder needs	<input type="checkbox"/> Clear summary of the overall program design with specific alignment to the identified stakeholder needs.	<input type="checkbox"/> Somewhat clear summary of the overall program design, with only general alignment to the identified stakeholder needs.	<input type="checkbox"/> Vague or incomplete summary of the program design with little or no alignment to the identified stakeholder needs.
	b. Planned academic enrichment activities to help students meet State academic standards	<input type="checkbox"/> Clear description with justification of planned academic enrichment activities to help students meet State academic standards.	<input type="checkbox"/> Somewhat clear description of planned academic enrichment activities to help students meet State academic standards.	<input type="checkbox"/> Vague or incomplete description of planned academic enrichment activities to help students meet State academic standards.
	c. Other planned activities that complement regular academic program	<input type="checkbox"/> Clear description with justification for other planned activities that complement the regular academic program.	<input type="checkbox"/> Somewhat clear description of other planned activities that complement the regular academic program.	<input type="checkbox"/> Vague or incomplete description of other planned activities.
	d. Rationale for key aspects of program design	<input type="checkbox"/> Clear rationale for the selection of key program activities or instructional resources	<input type="checkbox"/> Somewhat clear rationale for the selection of key program activities or instructional resources.	<input type="checkbox"/> Confusing or missing rationale for the selection of key program activities or instructional resources.
	e. Overall schedule of program activities	<input type="checkbox"/> Clear description of the overall schedule of activities to be provided to students.	<input type="checkbox"/> Somewhat clear description of the overall schedule of activities to be provided to students.	<input type="checkbox"/> Confusing or incomplete description of the overall schedule of activities to be provided to students.

7. Family Engagement (Level I Evaluation - 10 points)

The applicant clearly describes a communication plan for reaching out and engaging families of the students to be served; outlines specific activities for family engagement around support for students' academic needs (e.g., literacy, educational development); and includes a clear schedule of when family engagement activities will occur.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Communication plan for reaching out to families	<input type="checkbox"/> Clear description of proposed methods for communicating with families.	<input type="checkbox"/> General description of proposed methods for communicating with families.	<input type="checkbox"/> Limited to no information about methods for communicating with families.
	b. Planned activities that engage families in supporting student academic achievement, literacy, and/or related educational development	<input type="checkbox"/> Clear description of specific activities for meaningful family engagement that will help families support the academic needs of students, including literacy or related educational development.	<input type="checkbox"/> General description of activities for families around literacy or other areas to help families support the academic needs of students.	<input type="checkbox"/> Brief or incomplete description of activities to be provided to families (may also lack a focus on family support for the academic needs of students).
	c. Schedule for planned family engagement activities	<input type="checkbox"/> Detailed schedule/description of proposed family engagement activities.	<input type="checkbox"/> General schedule/description of proposed family engagement activities.	<input type="checkbox"/> Vague or confusing schedule/description of proposed family engagement activities.

8. Project Administration (Level I Evaluation - 10 points)

The applicant provides clear plans for managing the program including those for: community outreach, staffing, professional development/training, and student transportation.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Community outreach	<input type="checkbox"/> Clear description of proposed outreach activities designed to inform the community about the 21 st CCLC program (e.g., access).	<input type="checkbox"/> General or somewhat clear description of proposed outreach activities to inform the community about the 21 st CCLC program (e.g., access).	<input type="checkbox"/> Limited or incomplete description of community outreach activities.
	b. Staffing plan to operate the program with well-trained professionals	<input type="checkbox"/> Detailed staffing plan that includes: <ul style="list-style-type: none"> - description of the roles of key personnel and expected qualifications - planned staff recruitment activities - strategies to support staff retention - methods for volunteer management (if applicable). 	<input type="checkbox"/> Staffing plan that includes some description of key personnel, staff recruitment activities, staff retention strategies, and volunteer management but with some information unclear or too general.	<input type="checkbox"/> Limited or incomplete staffing plan (e.g., missing information on key personnel, staff recruitment, staff retention).
	c. Professional development/training for staff & volunteers	<input type="checkbox"/> Well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.	<input type="checkbox"/> General training plan for staff and volunteers to improve knowledge and skills but lacking in some details.	<input type="checkbox"/> Limited or incomplete plan for staff training.
	d. Student transportation	<input type="checkbox"/> Clear and specific description of how students will be safely transported to and from the 21 st CCLC.	<input type="checkbox"/> General description of how students will be safely transported to and from the 21 st CCLC.	<input type="checkbox"/> Vague or confusing information as to how students will be safely transported to and from the 21 st CCLC.

9. Capacity to Implement, Partner, and Sustain (Level I Evaluation - 10 points)

The applicant clearly describes: their past experience/success or capacity to provide high-quality academic enrichment services; availability of key resources to be used in the program (e.g., facilities, equipment, technology, etc.); intended collaborations and partnerships; and approach to funding sustainability after the grant ends.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Prior success or capacity to provide proposed services	<input type="checkbox"/> Extensive record of past success in implementing proposed services or a compelling description of how the lead organization and/or its partners will ensure high-quality academic enrichment services are provided.	<input type="checkbox"/> Some record of past success in implementing proposed services or a good description of how applicant will ensure high quality academic enrichment services are provided.	<input type="checkbox"/> Limited to no evidence of past success or any mention of how the applicant will ensure high quality academic enrichment services are provided.
	b. Available key resources for program implementation	<input type="checkbox"/> Detailed description of available key resources to implement the proposed program.	<input type="checkbox"/> General description of available key resources to implement the proposed program.	<input type="checkbox"/> Limited description of available key resources to implement the proposed program.
	c. Intended collaborations and/or partnerships	<input type="checkbox"/> Clear description of intended collaborations and/or partnerships to supplement services and resources.	<input type="checkbox"/> Somewhat clear description of intended collaborations and/or partnerships to supplement services and resources.	<input type="checkbox"/> Confusing or no information regarding collaborations or partnerships.
	d. Plan for seeking support for sustainability	<input type="checkbox"/> Convincing approach to increasing community support and securing funding beyond the grant.	<input type="checkbox"/> General approach to increasing community support and securing funding beyond the grant.	<input type="checkbox"/> Limited to no description regarding increasing community support and securing funding beyond the grant.

10. Evaluation Plan and Use of Data (Level I Evaluation - 15 points)

The applicant includes: a clear set of program effectiveness/student success measures aligned to the program design, which includes at least one attendance measure <u>and</u> one student academic achievement measure; a data collection plan describing how the data for the student success/program effectiveness measures outlined will be collected and analyzed; and a description of how data will be used for improvement and annual reporting.				
Dimensions		Leading (15-11)	Developing (10-6)	Lacking (5-1)
Applicant provides:	a. Program effectiveness measures focused on student attendance and academic achievement	<input type="checkbox"/> Clear and specific articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure <u>and</u> one student academic achievement measure.]	<input type="checkbox"/> Somewhat clear articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure <u>and</u> one student academic achievement measure.]	<input type="checkbox"/> Incomplete or missing description of program effectiveness measures.
	b. Data collection plan for program effectiveness measures	<input type="checkbox"/> Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness.	<input type="checkbox"/> General description of how student data of various types will be collected and analyzed to evaluate program effectiveness.	<input type="checkbox"/> Incomplete or missing description of how student data will be collected and analyzed to evaluate program effectiveness.
	c. How data will be used to improve the program and report on program effectiveness	<input type="checkbox"/> Clear and convincing description of how data will be used to improve the program (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared.	<input type="checkbox"/> Somewhat clear or general description of how data will be used to improve the program and how evaluation reports on program effectiveness will be shared.	<input type="checkbox"/> Incomplete or missing description of how data will be used to improve the program and to report on program effectiveness.

11. Budget Narrative and Alignment (Level I Evaluation - 10 points)

The applicant provides a budget narrative that aligns costs with the proposed programming and demonstrates that costs are reasonable and necessary.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Budget narrative aligns to proposed program	<input type="checkbox"/> Detailed budget narrative that clearly aligns to activities and administration proposed for the program.	<input type="checkbox"/> Budget narrative that somewhat aligns to activities and administration proposed for the program.	<input type="checkbox"/> Budget narrative with incomplete information or conflicting alignment with the proposed program.
	b. Costs are reasonable and necessary	<input type="checkbox"/> Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.	<input type="checkbox"/> Budget narrative demonstrates that most costs are reasonable and necessary.	<input type="checkbox"/> Budget narrative does not demonstrate that costs are reasonable and necessary.

NOTE: CCIP does not include a field for “Overall Proposal Alignment;” rather, the grant reviewers will look across all sections of the proposal to determine, as a whole, how well-aligned and coherent the components of the proposal are, and the degree to which the proposal makes a compelling case for the need of the program and the likelihood the program will have positive student impacts.

Overall Proposal Alignment (Level 1 Evaluation - 10 points)

Applicant provides a proposal that, as a whole, is aligned and coherent, and makes a compelling case for the need for the program and its likelihood for positive student impact (measurable student success).				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Alignment across sections of the proposal	<input type="checkbox"/> Well-written proposal that is clearly aligned across all sections of the application.	<input type="checkbox"/> Somewhat clear proposal that is aligned across most sections of the application.	<input type="checkbox"/> Confusing proposal that is limited in alignment, and fragmented across several sections.
	b. Case for need and rationale and for the likelihood of measurable student success	<input type="checkbox"/> Proposal makes a compelling case for the need and rationale for the program, and for the likelihood of measurable student success.	<input type="checkbox"/> Proposal makes a general case for the need and rationale for the program, and for the likelihood of measurable student success.	<input type="checkbox"/> Proposal lacking or incomplete in the case it makes regarding the need and rationale for the program, and for the likelihood of measurable student success.

12. D-U-N-S Number (Log in during Screening)

C. Plan Relationships (Use for Continuation Decisions Regarding Local Evaluations and Goal Progress)

D. Related Documents (Verify and log in during Screening)

Required Documents

- Basic Organization Information (Organization Information, Fiscal Agent, Program Director)
- Statement of Assurances – signed/dated
- Debarment Certification – signed/dated
- Criminal Background Check Certification – signed/dated
- Audit Statement
- Private Schools Consultation – signed/dated
- Total Cost Form
- Wallace Foundation Cost Calculator Outputs
- Proposed Feeder Schools and Poverty Percentages (Excel Template)
- Written Fiscal Procedures

Optional Documents

- Letters of Commitment (Used to support rating for section 9, Capacity to Implement, Partner, and Sustain)
- Budget Form FPD 208 (Not submitted with initial application; will be submitted for approved proposals prior to release of funds)