The North Carolina Department of Public Instruction (NCDPI) is pleased to announce the 21st Century Community Learning Centers (CCLC) 2020-2021 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.
NOTE: Applicants are strongly encouraged to read this entire document prior to beginning their proposal. Please consider all requirements for eligibility, assurances, funding methods, disqualification, and data collection and reporting prior to submitting a proposal.

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**NOTE:** Dates are subject to change.
GENERAL INFORMATION

Background of the 21st Century Community Learning Centers (CCLC)

The 21st Century Community Learning Centers (CCLC) Program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Every Student Succeeds Act (ESSA) of 2015. Beginning with grants initially funded in the 2017-2018 school year, 21st CCLC programs must comply with the provisions outlined in ESSA. Additional information about ESSA is located HERE.

The U. S. Department of Education (USED) awards formula grants to the North Carolina Department of Public Instruction (NCDPI) which in turn makes competitive reimbursement grants available to eligible entities. Generally, a new competition is offered once every three years. Please note that availability of grant funds for new competitions and continuation awards is contingent upon budget approval by the U.S. Congress each year. Visit the 21st CCLC Request for Proposals web page for additional information as it becomes available.

Section 4204(a) of the ESSA defines Expanded Learning Programs (ELPs) as enrichment and academic activities that are included as part of a program that provides students at least 300 additional program hours before, during, or after the traditional school day. In addition, ELPs must supplement, but not supplant regular school day requirements. States receiving 21st CCLC funds may, but are not required, to support ELP activities. At this time, the North Carolina 21st CCLC program does not include ELPs as defined under the ESSA in the competitive grant program.

Section 4204(j) of the ESSA describes that a state may, but is not required, to renew a subgrant provided under this part to an eligible entity, based on the eligible entity’s performance during the preceding subgrant period. North Carolina does not currently offer renewability as allowed under the ESSA.

Purpose of the Grant

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, the purpose of the grant is to provide federal funds to establish or expand community learning centers that operate during out-of-school (OTS) hours with three specific purposes:

1. **Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students (particularly students in high poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and math.**

The 21st CCLC program supports the creation of community learning centers that provide safe learning environments for students, particularly students who attend high-poverty and low-performing, Comprehensive Support and Improvement (CSI), and/or Targeted Support and Improvement (TSI) schools. Centers provide a range of academic enrichment services to support student learning and personal development. These services can include but are not limited to: tutoring and mentoring, homework assistance, academic enrichment (such as small group reading circles, math manipulatives, or hands-on science or technology programs). Activities need to be engaging as well as effective to ensure active student
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 21st CCLCs 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 as a local educational agency (LEA), community-based organization (CBO), faith-based (FBO) 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 two or more such agencies, organizations, or entities.

Section 4204 (b)(2)(H) of ESEA, requires applicants to provide a description of the partnership between an LEA a CBO, FBO 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.

**NOTE:** In NC, local boards of education must offer kindergartens as a part of the public-school system for all children living in the local school administrative unit who are eligible for admission (§115C-47). While the ESSA does not expressly prohibit serving preschool children in the 21st CCLC program, North Carolina offers awards to sub-grantees that provide services to school-age children enrolled in kindergarten through high school grades.
Priority for Awards

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

Competitive Priorities
Section 4204(i)(1)(B) of ESEA also requires that States must give competitive priority to applications 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 public or private community 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 LEA and participating organization(s) are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all required documents must be signed by person with signatory authority for all participating organizations and uploaded to CCIP and uploaded in the appropriate place in the Related Documents section of the Funding Application in CCIP.

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. Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools and/or Targeted Support and Improvement (TSI) Schools.
3. Propose to provide a summer program component.

Grant Awards and Duration

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. In North Carolina, applicants may request funds ranging from $50,000, not to exceed $400,000 per year based on: 1) needs identified in the community and schools; 2) scope of the program; 3) proposed number of students served; 4) program design; and 5) funds needed for summer programming within the total amount requested.

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 Wallace Foundation Out-of-School Time Cost Calculator with information tailored to that organization’s proposed program and will upload into CCIP a printout of the results. Among its output, the Wallace Foundation Out-of-School Time Cost Calculator will provide an annual total program cost with low, median, and high estimates. 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; and 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 Wallace Foundation Out-of-School Time Cost Calculator and Department of Commerce County Tier Designations are applied.

North Carolina 21st CCLC grants may be continued for up to two (2) additional 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 laws, progress towards fully implementing the approved program, and progress towards local program goals including enrollment and attendance 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, 2020 through September 30, 2021). Reimbursement requests must be based on actual allowable expenditures versus encumbrances made prior to the September 30th deadline. There is no liquidation period. All unspent funds remaining at the end of the annual funding period will revert to the state.

NOTES:
- The 21st CCLC competitive grant is a reimbursement grant that requires adherence with procedures as outlined in the Education Department General Administration Regulations (EDGAR). An entity may not apply on behalf of another. The agency completing the application and submitting through CCIP must be the operator of the 21st CCLC Program. Grant awards will be paid to the sub-grantee listed in the application. All bank accounts, correspondence and documentation must use the sub-grantee name for the duration of the program.
- The number of awards and the award amount will be based on the final U.S. Department of Education (USED) award notification to the State and the number of quality proposals approved. The award period is contingent upon final SBE approval of the Allotment Policy Manual for the 21st CCLC program.

Continuation of Funding Requirements

Studies have shown that the more a child participates in afterschool programs, the more likely he/she is to show academic and social gains. To allow youth to take advantage of all that 21st CCLC programs offer, there must be steady attendance and access to programs over a significant period of time. 21st CCLC programs are not drop-in programs. Students are expected to participate in 21st CCLC programs on a regular basis. Sub-grantees are expected to recruit and provide continuous services designed to encourage full participation in all the daily activities and long term engagement. Additionally, sub-grantees are expected to develop and communicate policies to families that emphasize the importance of regular daily attendance in the 21st CCLC program. The NCDPI will closely monitor both student enrollment and average daily attendance (ADA) in order to ensure that programs are serving the number of anticipated students identified in the grant application, and to offer support and strategies to improve consistent attendance. Upon approval of the grantee’s budget for the first year of the grant award, funds will be allotted as follows:

1. Initial allotment equal to 34% of total approved grant award;
2. Second allotment equal to 34% of the total approved grant award if 50% of enrollment goal is met; and
3. Final allotment equal to 32% of the total approved grant award if 75% of enrollment goal is met.

NOTE: While students are enrolled on the first day that they enter the program, students must attend the program for
ten days before their attendance counts toward meeting the overall enrollment goals.

A grantee not meeting 75% of its proposed enrollment goal by the end of the first year may request a voluntary reduction of funds for future years. If a grantee requests a voluntary reduction after the first year of the grant award, but is able to provide sufficient documentation that it can increase enrollment to exceed or meet (at minimum) 75% of their initial proposed enrollment in subsequent years of the renewal period, the sub-grantee may be eligible to receive the total award for that year.

The NCDPI will closely monitor both student enrollment and average daily attendance (ADA) in order to ensure that programs are serving the number of anticipated students from the original grant application, and to offer support and strategies to improve consistent attendance.

NOTES:
- Applicants must implement plans as approved during the award period. Significant changes to the program design without prior approval from the NCDPI Federal Program Monitoring and Support Division staff for programmatic amendments may result in delays or loss of funding during subsequent years of the continuation period.
- Expansion of existing programs means that any currently funded 21st CCLC applying for new funding may not apply for duplicate funding for the same project and schools/sites.
- Sub-grantee’s continuation of funding may be terminated due to failure to meet program goals, low ADA, noncompliance with reporting requirements, insufficient fiscal documentation, or misuse of funds.

Good Standing

Currently funded 21st CCLC organizations applying to expand existing programs must have met the administrative reporting and compliance requirements for fiscal year 2018-19 and be considered in Good Standing to be eligible for 21st CCLC funds in the 2020-2021 school year.

Good Standing for current 21st CCLC grantees refers to all the following conditions for the applicant organization:
- All attendance reporting data for sub-grantees have been submitted in accordance with the reporting deadline and have been found by the NCDPI to be current at the time the application is due (March 30, 2020);
- All expenditure reporting for sub-grantees have been submitted in accordance with the reporting deadline and have been found by the NCDPI to be current at the time the application is due (March 30, 2020);
- All Federal Comprehensive Program Monitoring and/or Fiscal Monitoring findings or any outstanding questioned costs for sub-grantees that have been found by the NCDPI are resolved within six months of the date the report was issued.
- There are no open investigations or unresolved fiscal findings by the Office of the State Auditor (OSA) at the time the application is due (March 30, 2020).
- There is no evidence of persistent program or fiscal monitoring findings (whether at the time of Comprehensive Program Monitoring Reviews (CPMRs), Fiscal Monitoring Reviews (FMR)s, or Fiscal Desk Reviews (FDRs) across multiple years (2-3) of implementation.

If the applicant organization is deemed Not in Good Standing by the NCDPI Federal Program Monitoring and Support Division as of the time that applications are due (March 30, 2020), the
application will not be reviewed.

Previously, but not currently, funded 21st CCLC organizations applying must have met all administrative reporting and compliance requirements through the final year of the funded period to be considered in Good Standing to be eligible for 21st CCLC funds in the 2020-2021 school year.

Good Standing for previously-funded 21st CCLC grantees refers to all the following conditions for the applicant organization:

- All attendance reporting for sub-grantees were submitted in accordance with the NCDPI requirements;
- All expenditure reporting for sub-grantees were submitted in accordance with the reporting deadline and were found by the NCDPI to be complete within three (3) months of the funding close-out period;
- All Program Monitoring and/or Fiscal Monitoring findings or any outstanding questioned costs for sub-grantees were found by the NCDPI to be resolved to the satisfaction of the NCDPI within three (3) months of the sub-grantee close-out period;
- There are no open investigations or unresolved fiscal findings by the Office of the State Auditor (OSA) at the time the application is due (March 30, 2020); and
- There is no evidence of persistent program or fiscal monitoring findings (whether at the time of CPMRs, FMRs, or FDRs) across multiple years (2-3) of implementation.

If the applicant organization is deemed Not in Good Standing by the NCDPI Federal Program Monitoring and Support Division as of the time that applications are due (March 30, 2020), the application will not be reviewed.

21st Century Community Learning Centers Federal Reporting Requirements

It is important for applicants to know in advance that if they are successful in this competition, there are federal reporting requirements. Thus, successful grantees will be required to collect, manage, and report data by center on participating students to the NCDPI annually. The NCDPI, in turn, submits the required data from grantees to the USED, which in turn, produces annual reports on the 21st CCLC program nationally.

The key purposes of data collection are to: (1) complete federal reporting requirements; (2) demonstrate that substantial progress has been made towards meeting the objectives of the 21st CCLC program as outlined in the grant application, including enrollment data; and (3) provide information for local, state, and federal program evaluations. For the most recent federal reports, see [https://www2.ed.gov/programs/21stcclc/performance.html](https://www2.ed.gov/programs/21stcclc/performance.html). The NCDPI also generates annual state progress monitoring reports using the grantee-provided data supplemented with student achievement data (see [https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/21st-century-community-learning-centers/cclc-evaluation](https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/21st-century-community-learning-centers/cclc-evaluation)).

In terms of data entry required of grantees, some states have their grantees enter their data directly into the federal web-based reporting system called 21APR Federal Data Collection System. However, in order to better manage data quality, the NCDPI requires grantees to enter their data on centers, staffing, activities provided, and participants into a state database called 21DC and then the
NCDPI submits the aggregated grantee data into the 21APR Federal Data Collection System.

In addition to information entered on centers, staffing, and activities, there are two kinds of required data on individual participants that grantees must enter in the NCDPI’s database (21DC).

**Student Attendance:** Grantees must enter the daily attendance in the afterschool program for every enrolled student. The federal reporting requires indicating the number of their participants who attended for less than 30 days, 30-59 days, 60-89 days, and 90 days or more. The expectation is that the majority of students will be “regular” attendees which the federal guidance indicates as students who attend the 21st CCLC program 30 days or more annually. Attendance in summer programs must also be reported, in a separate “term” in 21DC.

**Student Academic Improvement Over the Year of Participation:** Grantees must submit data on participating students’ improvement over the academic year. The NCDPI requires that grantees use a short Teacher Survey for this purpose such that grantees collect data from a classroom teacher for each “regular” attending 21st CCLC student in the spring of the year. Grantees must enter the teachers’ survey responses about extent of improvement for “regular attendees” into 21DC.

**NOTE:** Given the above reporting requirements, it is important that applicants consider whether they have the capacity to complete the required data management and reporting before applying.

**HOW TO APPLY**

All applications for the 2020-2021 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 Worksheets to begin collecting the necessary information and to ensure that all narratives are drafted prior to entering the information into the CCIP system. Applicants do not have to enter all information into CCIP at one time. They can enter information and return to add or edit information until the time that the Draft Completed box has been checked. More information about how to enter application information into CCIP as well as training dates, can be found on the 21st CCLC RFP web page. Only applications submitted through CCIP will be reviewed and evaluated. Applications must be submitted through Draft Completed in CCIP by 11:59 p.m. EDT on March 30, 2020.

**Complete and submit the Intent to Apply form by February 21, 2020.**

Information collected through the Intent to Apply documents will be used to determine staff needs for the Level I review process. Completed forms should be submitted by email to melba.strickland@dpi.nc.gov or faxed to 919.807.3968. Please note that the submission of the Intent to Apply form is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.

**Attend an Applicant Technical Assistance Meeting**

The NCDPI will conduct face-to-face technical assistance for potential applicants January - February 2020. Attendance is not mandatory in order to apply but is encouraged as potential applicants may gain clarification on the 21st CCLC program purpose and grant competition. Dates, times, and
registration information will be posted on the 21st CCLC RFP web page.

Apply for an NCID User Account.

A valid North Carolina Identification (NCID) is required to access CCIP. If you are already entering data into a NCDPI data system (e.g., 21DC or CCIP), then you will not need a new NCID. However, if you do not have an NCID, please register for an account. LEA personnel should go through their local NCID administrator. If there is no NCID administrator, they 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 LEAs 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 Access 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 so no more than two participants from an organization will be allowed to attend training and will most likely have to share a computer. Applicants are encouraged to register early to ensure that space is reserved on the applicant’s preferred date. Registration information is posted on the 21st CCLC RFP web page.

Obtain a Dun and Bradstreet D-U-N-S number.

Each organization applying is required to have 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. If you currently have a D-U-N-S number, you do not need a new one.

Develop the organization’s proposal utilizing the:

Application Guidance – information and instructions to assist the applicant in formulating narratives and budget for completing application. Applicants should pay close attention to the Application Guidance during the proposal development process to ensure understanding of requirements and gain insights into program purpose.

Application Planning Worksheets – a template that allows the applicant to begin collecting and editing proposal content in a format simulating the CCIP application. Although using the Application Planning Worksheets 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.

Calculate Program Costs – Calculating Out-of-School Time (non-school hours - after and before school, evenings, Saturdays, and summer) programming requires a two-step process:
The first step will be to use the Wallace Foundation Out-of-School Time Cost Calculator to determine costs for afterschool and summer programs. Separate calculations are required for afterschool programming and summer programming.

The second step requires that the North Carolina Department of Commerce County Tier Designations be applied to the Wallace Foundation Out-of-School Time Cost Calculator results to determine the funds the applicant is eligible to receive based on the number of students served by program. Wallace Foundation Out-of-School Time 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 for additional information regarding funding requests.

Upload documents to the Related Documents section in CCIP

There are 12 Required Documents (13 if submitting a joint application) that must be completed and uploaded to CCIP for your application to be considered complete. Review, complete, sign (by all appropriate parties as indicated), and upload all Required Documents. There are additional Optional Documents that may be uploaded as supplemental information to the application.

NOTE: If an applicant is filing as a Jointly Submitted application between an LEA and public or private community organization, the Memorandum of Understanding becomes a Required Document.

For further explanation of Required and Optional Documents, refer to the Related Documents section of the Application Guidance.

Submit the application in CCIP by 11:59 p.m. EDT on March 30, 2020

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 as Draft Completed by 11:59 p.m. EDT March 30, 2020 (and whose organizations/agencies are deemed in Good Standing as previously defined), will be reviewed and/or evaluated. Please note that once the application is submitted, no changes can be made to the proposal.

NOTE: For more information about the 21st CCLC program requirements and guidance, visit the 21st CCLC webpage.

GUIDANCE AND DIRECTIONS FOR APPLICATION PLANNING WORKSHEET

The Application Planning Worksheets 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, Goals and Performance Measures, along with supporting Strategies, and Fiscal Resources.

The Funding Application contains sections for the proposed Budget, Grant Details, Plan Relationships (through a connection with Fiscal Resources in the Planning Tool), 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;
- increase transparency of grant activities to ensure funds are spent in accordance with federal and state guidelines; and
- reduce duplication of information across the state.

Only those applications submitted through Draft Completed in CCIP (and whose organizations/agencies are deemed in Good Standing by the NCDPI Federal Program Monitoring and Support Division) will be considered for review when applying for federal funds for the 21st Century Community Learning Centers (CCLC) program. All approved applications will be made publicly available through the CCIP system.

The Application Planning Worksheet consists of two sections, the Planning Tool and Grants Detail, which have sub-sections with text fields or check boxes requiring entry. All fields require entry.

**I. Planning Tool**

- Needs Assessment (10 Points)
- Goals and Performance Measures
  - Strategies
  - Fiscal Resources

**II. Funding Application**

- Budget
- Grant Details
  - Total Amount Requested
  - Proposed Number of Slots
    1. Absolute Priority
    2. Competitive Priorities
    3. Program Abstract
    4. Organization Type
    5. Program Structure
    6. Program Design (20 points)
    7. Family Engagement (10 points)
    8. Project Administration (10 points)
9. Capacity to Implement, Partner, and Sustain (10 points)
10. Evaluation Plan and Use of Data (15 points)
11. Budget Narrative and Alignment
12. Dun and Bradstreet D-U-N-S Number

- Plan Relationships
- Related Documents

NOTE: Fiscal Resources must be associated with Goals and Strategies in the Planning Tool to appear on the Plan Relationships page in the Funding Application.

The following provides directions for completing each section and subsection of the applications, as well as guidance about how to conceptualize the narrative and calculate budget information for completing the Planning Worksheet. Applicants will also want to review the Scoring Rubric when developing narrative for sections six (6) through eleven (11).

**Planning Tool**

**Needs Assessment (10 points)**
The applicant: a) clearly identifies the low-performing, CSI, and/or TSI school(s) to be served and the planning to-date with school administrators about needs of students; b) uses data to demonstrate the need for the program; and c) summarizes the unmet needs of students in the targeted schools that the program proposes to address.

Applicants must provide a:
- clear description of low-performing, CSI, and/or TSI schools the program proposes to serve;
- clear and succinct summary of planning to-date with school and district leaders;
- clear and succinct summary of relevant data from multiple sources that effectively demonstrates the critical needs of targeted low-performing, CSI, and/or TSI schools and students; and
- clear, concrete, and convincing summary 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 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 low-performing schools, Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI) 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 public school unit 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.

NOTES:
• Applicants must explicitly distinguish in the Planning Tool, the needs data that is specific to the 2020-2021 21st CCLC Grant Application.
• No entry for the 21st CCLC Needs Assessment or an entry of "N/A" in the narrative box will yield a score of zero (0) points.

Goals and Performance Measures, Strategies, and Fiscal Resources
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. When setting proposed goals and strategies, applicants should refer to the three program purposes identified in the General Information section to ensure programmatic alignment with the overall purpose of the 21st CCLC as identified by the USED and the NCDPI.

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

Performance Measures
Performance measures indicate how those goals will be measured. Performance Measures include the following:
• what instrument or assessment (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, a strategy 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 strategy could be measured annually using the state end-of-grade test score data from program participants. It is best to quantify the strategy 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).

**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.

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.

**Fiscal Resources**

Fiscal Resources must be associated with Goals and Strategies in the Planning Tool to appear on the Plan Relationships page in the Funding Application.

**Funding Application**

**Budget**

Once the new grant proposals have been approved for funding and designated grantee staff have been provided technical assistance by the NCDPI, the awardees will be required to submit a detailed proposed budget under the appropriate Purpose Codes and Object Codes folders as described in the FPD 208 in the CCIP Document Library. Prior to the actual release of funds, the NCDPI must review and approve the detailed budget.

**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 – System-Wide 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 included 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-LEAs are calculated by the NCDPI 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.

Grantees must conduct an inventory of equipment purchased with grant funds once every year 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 NCDPI 21st CCLC Grant Guidance Document explains these requirements.

The federal guidelines allow student incentives with no intrinsic value (i.e., less than $25.00). No 21st CCLC funds can be used to provide students or families with cash or gift cards. All legitimate expenses must be included in the budget (e.g., T-shirts, a free book, etc.).

All personnel (including contracted personnel) working for the 21st CCLC program must be paid hourly. For LEAs that pay stipends for additional responsibilities, the hourly rate of pay does not apply. Each program must submit a pay rate schedule to the NCDPI 21st CCLC program staff prior to the first payroll.

In general, total salaries and employer taxes (e.g., FICA, Social Security, Medicare) for all employees for each 21st CCLC program should not exceed seventy percent (70%) of the total yearly budget. For more information related to salaries and personnel costs, refer to the NCDPI 21st CCLC Grant Guidance.
Applicants should exercise caution in selecting subcontractors to implement specific program components. Grantees may not enter into contracts with any party that is debarred or suspended or excluded from participation in federal programs under Executive Order 12549, “Debarment and Suspension.” For a list of NC Debarred Vendors, go to: https://ncadmin.nc.gov/documents/nc-debarred-vendors

Conflicts of Interest
All potential conflicts of interests should be avoided. According to the general procurement standards, the non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. (EDGAR 2 CFR §200.318)

Within the 21st CCLC program, conflicts of interest could include:
- Employing immediate family members as contract labor for services.
- Having a program employee serve as a vendor.
- Purchasing supplies from a company in which a program employee has a financial interest.

NOTE: North Carolina General Statute (G.S. 115C-12.2) defines "immediate family member" as a spouse, parent, child, brother, sister, grandparent, or grandchild. The term also includes the step, half, and in-law relationships.

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 three-month period.
- This section is solely for costs that will be paid from the 21st CCLC grant and does not include any matching contribution. Matching contributions are not required.

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 **EDGAR**.

Funds MAY be used (i.e., reimbursed) 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
- Transportation costs for students
- Educationally related field trips
- Renting space, if necessary
- Teacher substitutes
- Travel reimbursements
- 21st CCLC program equipment and supplies, including computers and software
- Memberships in warehouse clubs or business, technical and/or professional organizations if the membership is in the name of the 21st CCLC Program
- Memberships in any civic or community organization are allowable with prior approval by the pass-through agency (NCDPI)

**NOTE:** In general, total salaries and employer taxes (e.g., FICA, Social Security, Medicare) for all employees for each 21st CCLC program should not exceed seventy percent (70%) of the total yearly budget.

Funds may NOT be used (i.e., reimbursed) for the following (this is NOT an all-inclusive list):

- Purchase of vehicles
- Costs for developing the proposal
- Food purchases for staff
- Fundraising costs
- Land acquisition
- Building or renovation costs
- Leases of more than 12 months in duration
- Cost of conducting an audit if total of all federal grants received is less than $750,000
- Direct cash or gift cards in any amount for students or their parents
- Field trip tickets purchased in advance for those who do not attend
- Entertainment or any costs associated with entertainment including diversions and social activities

**NOTE:** For further guidance on allowable and non-allowable costs, refer to the NCDPI 21st CCLC Grant Guidance.

**Program Fees**
The intent of the 21st CCLC program is to ensure equal access to all students (and their families) targeted for services; therefore, fees cannot be collected for participation in the 21st CCLC program. If fees have been collected for student participation in the past, no fees can be collected for participation in the program going forward.

As of the 2018-2019 funding period, programs found to be collecting fees for student participation
in 21st CCLC programs or that deny student access to 21st CCLC programs because of inability to contribute to the costs of the program will be ineligible for 21st CCLC funds or continuation of 21st CCLC funds and may be required to repay funds received through 21st CCLC grants to the State.

Grant Details

**NOTE:** An empty narrative box, or entry of “N/A” in a narrative box will yield a score of zero (0) points for that item.

**Total Amount Requested**
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.

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. 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(s) 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.

**NOTE:** Those applying for afterschool and summer programs must provide a separate printout for each 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.

Projected program costs must be based on a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week. Each enrolled student must be given the opportunity to attend academic and enrichment activities a minimum of 12 hours each week in order to provide a quality program that fosters maximum positive impact on students’ development and learning. Travel time does not count towards the 12-hour minimum requirement and quality contact time should encompass the entire targeted student population each day for each site where centers are located (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

**NOTES:**
- *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 three-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.

**Proposed Number of Slots**

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

**Absolute Priority**

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.

Applicants must include the names of proposed feeder 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: [NC Public School Poverty Percentage Link](#). The list of Title I Schools on the website includes the poverty rates of all public schools in North Carolina.

**Competitive Priorities**

Section 4204(i)(1)(B) of ESEA also requires that states must give competitive priority to applications 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 public or private community organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21st CCLC program.

Applicants must indicate which (if any) of the competitive priorities will be met through the proposed 21st CCLC program:

• Jointly submitted by at least one local education agency (LEA) and one other eligible entity, or

• LEA is unable to partner with a public or private community organization (If checked, please explain using the narrative box provided.)

Applications that are submitted jointly are considered to be those where the LEA and public or private community organization are applying together and share equal responsibility for the 21st CCLC program. Partnering agencies and organizations must develop and submit a Memorandum of Understanding (MOU) detailing each partners’ responsibilities.

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 all signed documents uploaded in the appropriate places of the Required Documents section of the Funding Application in CCIP.
joint applicant must submit all of the following documents 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
- CCLC Data Integrity and Confidentiality Certification
- Memorandum of Understanding (MOU)
- Organizational Chart (illustrating executive and key personnel of fiscal agent and partners)

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

- Propose to serve underserved geographical regions of the state.
- All (100%) of school(s) served are identified as Comprehensive Support and Improvement (CSI) school(s) and/or Targeted Support and Improvement (TSI) School(s).
- Propose to provide a summer program component.

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Download the list of schools eligible for Title I services.

The NCDPI’s determination of low-performing schools and districts, Comprehensive Support and Improvement (CSI) schools, and Targeted Support and Improvement (TSI) schools can be found on the NCDPI Accountability Data Sets and Reports web page.

Underserved geographical regions are considered to be counties with only one 21st CCLC program, or counties with no 21st CCLC program in the current school year. To identify if a region is underserved, download the list of current 21st CCLC programs.

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: Applicants must identify the priority points for which they are applying and document eligibility for each.

**Program Abstract**

Applicants must provide a concise program abstract to assist reviewers 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 goals and intended impact, 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 6,000 characters including spaces.

**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 the NCDPI Federal Program Monitoring and Support Division 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 school(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.

**Program Structure**

*Availability*
Applicants must indicate when programming will be offered during each year of the grant funding. Programs may be offered as out-of-school time (OST) – after school, before school, evening, Saturdays, and during summer or intersessions when outside of the regular school year.

*Students Served*
Students participating in public schools providing instructional programs for kindergarten through high school grades are eligible to participate in 21st CCLC programs.

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 Foundation Out-of-School Time 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 at each site where centers are located.

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.
Program Design (20 Points)
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 out-of-school time (OST) – non-school hours or periods when school is not in session (such as before and after school, or during summer recess or intersessions). Out-of-school time (OST) programming must be based on a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week during the school year to provide each enrolled student with quality academic enrichment activities that foster maximum positive impact on students’ development and learning.

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 on 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 will assist applicants in the design of the summer component:
- Special Report on Summer: Missed Opportunities, Unmet Demand
- Harvard Family Research Project

The applicant must clearly describe the overall program design and its alignment with the needs of targeted low-performing, CSI, and/or TSI schools; specify a focused and clear approach to providing enrichment activities that will address students’ academic needs and 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:
- Clear summary of the overall program design and how it aligns with the identified needs of the targeted low-performing, CSI, and/or TSI school(s);
- Focused and very clear description of planned academic improvement activities that will address students’ academic needs (help students meet State academic standards);
- Clear description with justification for enrichment activities that complement the regular academic program;
- Clear rationale for proposed program academic and enrichment activities (using evidence from research, best practice, prior experience); and
- 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. If a summer program will be offered, describe the summer schedule also. Sample schedules may be found in Appendix B.

Rationale for Key Program Activities or Practices
Applicants must describe the rationale for key program aspects—including citing the research, evidence base, and/or best practice literature that supports the impact of the proposed activities and practices on academic performance, achievement, post-secondary and workforce preparation, or positive youth development of the students.

NOTES:
• If the organization is a previous recipient 21st CCLC applicant, the applicant must describe how the previous program impacted student achievement.
• If applicant is currently operating a 21st CCLC program, specifically describe how the new proposal will expand or enhance the current program.
• If applicant is currently operating a 21st CCLC program, the applicant may not apply for duplicate funding for the same project and schools/sites.

Family Engagement (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 activities that support their student’s academic needs. 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.

The applicant must clearly describe a process for assessing family needs in collaboration with the low-performing, CSI, and/or TSI school partners; specify literacy and educational development activities that will be offered to families in support of students’ academic needs (e.g., literacy, educational development); and provide a clear schedule of when family engagement activities will occur.

Applicants must provide a:
• Clear description of the process for assessing family needs in collaboration with the low-performing, CSI, and/or TSI school partners to determine literacy and educational development needs of families;
• Clear description of specific activities for meaningful family engagement that will help improve the skills of parents or support the connection between parents and their children’s academic, including literacy or related educational development; and
• Clear description of when family engagement activities will occur.
Prospective grantees should design a plan for implementing activities for parents of participating students that may include, but are not limited to the following:

- Literacy training in English and math
- English as a Second Language training
- GED preparation classes
- High school completion classes
- Parenting education classes
- Computer training programs

These activities may be aimed at improving the skills of parents and/or at supporting the connection between parents and their children’s learning needs.

**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:

- Clear description of proposed outreach activities designed to inform the community about the 21st CCLC program (e.g., access, student progress, family engagement opportunities);
- Detailed staffing plan that describes how the program will ensure well-trained professionals are recruited and retained to ensure continuity of operations and programming;
- 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; and
- Clear and specific description of how students will be safely transported to and from the 21st CCLC program.

**Community Outreach**

Applicants must provide a clear description of proposed outreach activities designed to inform the community about the 21st CCLC program (e.g., access). Since outreach strategies must be designed to ensure that information is made broadly available to the community, applicants should provide a marketing and communication plan that describes the various types of information to be shared with the community (e.g., registration/access, successes), the format of those communications (e.g., website, newsletter, stakeholder meetings), a timeline of when various strategies will be implemented, and/or the persons responsible for each strategy. Communication must be presented in a manner that is understandable and accessible.

**Staffing Plan**

Applicants must describe processes and procedures for hiring and retaining staff. A detailed staffing plan must include the roles of key personnel and expected qualifications (e.g., program director site coordinators, teachers), planned recruitment and retention strategies to ensure high quality staffing, and methods for volunteer management (if applicable).

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 should 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; thus, applicants must provide a 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. 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 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
Applicants must provide a clear and specific description of how students will be safely transported to and from the 21st CCLC program. 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. 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.

**Capacity to Implement, Partner, and Sustain (10 Points)**
The applicant must clearly describe 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.); how they will leverage community (intended collaborations and partnerships with other organizations to enhance proposed services; and approach to funding sustainability after the grant ends.

Applicants must provide a/an:
- 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;
- Clear description of how lead organization will collaborate throughout the school year with targeted schools to continually assess needs and refine activities and services to ensure high-quality academic enrichment services are provided;
- Detailed description of available key resources to implement the proposed program;
- Clear and specific description of how community-based resources will be leveraged (intended collaborations and/or partnerships with other organizations to enhance proposed services); and
- 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.

Applications that are submitted jointly with another agency, entity, or organization must include information of how the proposed program was developed and will be carried out in active collaboration with the schools the students attend. All required documents indicated for this section (e.g., Basic Organization Information, Organizational Chart, Memorandum of Understanding, Statement of Assurances, Debarment Certification, and Criminal Background Check Certification) must be signed by each partner in the joint submission before uploading to CCIP.

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.

**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:

- 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*);
- Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness; and
- 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.

These three components are described below:

- 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.).
- Describe, preferably in table format, the data collection plan for your identified student success measures (i.e., attendance in program, achievement measures as described above); 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:
In addition, in the 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.).

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.

**NOTES:**
- If 21st CCLC funds are used to pay for an external evaluation, a copy of the evaluation must be provided to the NCDPI Federal Program Monitoring and Support Division.

**Budget Narrative and Alignment (5 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
Applicant must provide a detailed:

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

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

Allowable and Non-Allowable Costs

As a 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 and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.” (EDGAR 2 CFR Part §200.404).

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 budget must clearly relate to activities described in the program design section of the application.

Funds MAY be used (i.e., reimbursed) 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
- Transportation costs for students
- Educationally related field trips
- Renting space, if necessary
- Teacher substitutes
- Travel reimbursements
- 21st CCLC program equipment and supplies, including computers and software
- Memberships in warehouse clubs or business, technical and/or professional organizations if the membership is in the name of the 21st CCLC Program
- Memberships in any civic or community organization are allowable with prior approval by the pass-through agency (NCDPI)

NOTE: In general, total salaries and employer taxes (e.g., FICA, Social Security, Medicare) for all employees for each 21st CCLC program should not exceed seventy percent (70%) of the total yearly budget.

Funds may NOT be used (i.e., reimbursed) for the following (this is NOT an all-inclusive list):

- Purchase of vehicles
- Costs for developing the proposal
• Food purchases for staff
• Fundraising costs
• Land acquisition
• Building or renovation costs
• Leases of more than 12 months in duration
• Cost of conducting an audit if total of all federal grants received is less than $750,000
• Direct cash or gift cards in any amount for students or their parents
• Field trip tickets purchased in advance for those who do not attend
• Entertainment or any costs associated with entertainment including diversions and social activities

NOTE: For further guidance on allowable and non-allowable costs, refer to the NCDPI 21st CCLC Grant Guidance.

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.

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.

In general, total salaries and employer taxes (e.g., FICA, Social Security, Medicare) for all employees for each 21st CCLC program should not exceed seventy percent (70%) of the total yearly budget. For more information related to salaries and personnel costs, refer to the NCDPI 21st CCLC Grant Guidance Document.

Operational Costs – Enter a description of each budgeted cost item and explain the need for each item, how it will further the objectives of the project, and how the cost estimation was determined.

Purchased Services – Explain the need for each purchased service and how their use will support the purpose and goals of the project. For each sub-grant or 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 if a solicitation process has occurred or if the contract will be a sole source.

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

Conflicts of Interest
All potential conflicts of interests should be avoided. According to the general procurement standards, the non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. (EDGAR 2 CFR §200.318)

Within the 21st CCLC program, conflicts of interest could include:
- Employing immediate family members as contract labor for services.
- Having a program employee serve as a vendor.
- Purchasing supplies from a company in which a program employee has a financial interest.

NOTE: North Carolina General Statute (G.S. 115C-12.2) defines "immediate family member" as a spouse, parent, child, brother, sister, grandparent, or grandchild. The term also includes the step, half, and in-law relationships.

Dun and Bradstreet D-U-N-S Number
Applicants who do not have a Dun and Bradstreet D-U-N-S number must obtain one in order to complete the 21st CCLC application through the CCIP system. Applicants who currently have a D-U-N-S number do not need to obtain a new one. 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)**

Rubric item only. NOT a separate narrative section for applicants to complete in Grants Detail.

In addition to the sections that will be scored as a part of the peer-review process, applications will be reviewed for overall proposal alignment. Please note, this is not a separate section within the Funding Application, rather it is a review across multiple sections within the Planning Tool and Funding Application.

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 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:

- Be based upon an assessment of objective data regarding the need for before and after school programs and activities in the schools and communities;
- Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- 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;
- 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
- Collect the data necessary for the measures of student success.

**Plan Relationships**

The Plan Relationships is a “read only” section and will auto-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.
Related Documents

Required Documents

Basic Organization Information — (template provided)

For the purposes of the 21st CCLC program, the Fiscal Agent is generally the eligible entity that is authorized to receive funds from the 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 the NCDPI Federal Program Monitoring and Support Division of any changes.

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

Assurances — (template provided)

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 — (template provided)

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 — (template provided)

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 that 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.

Organizational Chart – (no template)

The organizational chart should illustrate executive and key personnel of fiscal agent and all partners, and the relationships of the roles within the program.

NOTE: The Basic Organization Information, Assurances, Debarment Certification, the Criminal Background Check Certification, and the Memorandum of Understanding 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 – (no template)

EDGAR 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 must be in place. As applicable, policies should be in place for procurement to include conflict of interest, vendor payment, inventory, payroll time and distribution, segregation of duties, cash requests and records retention. And, most important, the procedures must provide a description of how these procedures will be followed.

Financial Audit/Status Statement – (no template)

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 – (template provided)
Sections 8501 of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between any entity receiving 21st CCLC funds and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The organization must annually 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 and the Consultation and Statement of Assurances for the Provision of Equitable Services to Private School Children for Title IV-A form must be uploaded to CCIP where indicated. If no private schools are operating, the applicant must indicate in the application that no schools are operating.

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 Worksheet – (Excel Spreadsheet)
Applicants must list by line item all funding sources for the proposed program including requested grant amounts and any matching contributions.

Wallace Foundation Out-of-School Time Cost Calculator Outputs – (upload Output form)
Applicants must upload a copy of the results of the Wallace Foundation Out-of-School Time Cost Calculator to support the total funds requested.

21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status – (Excel Spreadsheet)
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 and low performing status of each.

Data Integrity and Confidentiality Certification – (template provided)
The fiscal agent must certify the applicant’s full understanding and adherence to the Data Integrity and Confidentiality Certification policy guiding the protection of all personally identifiable information in adherence with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §12329, 34 C.F.R. Part 99.
Optional Documents

Memorandum of Understanding (MOU) – (optional template provided)
This document should outline the specific roles and responsibilities of each partnering agency, entity, or organization participating in a joint submittal. The MOU must be signed and dated by each agency, entity, or organization participating in the joint submission where required.

NOTE: Applicants who are not submitting an application jointly, may include an MOU to reflect their level of collaboration with other organizations or agencies who will provide services or resources to the project even though they may not share fiduciary responsibility. Applicants who are submitting an application jointly, must complete the MOU and be signed by applying partners.

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 PLANNING WORKSHEET
For 2020-2021, all 21st CCLC applications must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP) by 11:59 p.m. EDT March 30, 2020. Only applications submitted through CCIP (and are deemed to be in Good Standing by the NCDPI Federal Program Monitoring and Support Division) will be reviewed and evaluated.

The Application Planning Worksheet is provided solely to assist organizations with proposal development prior to submitting the application through the web-based system. This worksheet is NOT what you will be submitting.

ENTER THE ORGANIZATION’S MOST RECENT NEEDS ASSESSMENT:
Click here to enter text.

GOALS
Goal Title (required): Click here to enter text. Goal Description (required): Click or tap here to enter text. Performance Measure (required): Click here to enter text.
FISCAL RESOURCE SECTION

Notes (optional): Click here to enter text.
Amounts (required for 2020-2021, other years are optional) – this is a 3-year grant.

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<td>2022-2023</td>
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STRATEGY (Required)
Strategy Title (Required): Click here to enter text. Strategy Description (Required): Click here to enter text. Estimated Cost (Required): Click here to enter text.

ACTION STEP(S) (Optional)
Action Step Title (Required): Click here to enter text. Action Step Description (Required): Click here to enter text. Benchmark Indicator (Required): Click here to enter text.

NOTE: The Goal hierarchy (above) may be repeated as many times as necessary. A goal can have more than one Strategy; a Strategy can have more than one Action Step.
## BUDGET

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<tr>
<th>Object Code</th>
<th>Salaries</th>
<th>Employer Provided Benefits</th>
<th>Purchased Services</th>
<th>Supplies &amp; Materials</th>
<th>Capital Outlay</th>
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Adjusted Allocation Remaining 0
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:** Total amount requested may not be less than $50,000 and may not exceed $400,000 per year. To determine the level of funding eligibility, organizations will utilize the Wallace Foundation Out-of-School Time Cost Calculator and the NC Department of Commerce's County Distress Rankings (Tier Designations) (links available below).

http://www.wallacefoundation.org/cost-of-quality/Pages/default.aspx

http://www.nccommerce.com/research-publications/incentive-reports/county-tier-designations

**Proposed Number of Afterschool Programming Slots:**

NOTE: Must attach a copy of the Wallace Foundation Out-of-School Time Cost Calculator results in the Required Documents section of the Funding Application in the CCIP Grants management system.

1. **Absolute Priority:** 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. List below, only the names of participating feeder schools for the proposed 21st CCLC program. A “feeder school” is the school that participating students attend during the school day. The poverty percentages for all public schools is listed at: NC Public School Poverty Percentage List

NOTE: In the Required Documents section, in the 21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status template applicants must: 1) list the public schools and 2) indicate the average percentage of low-income children attending the public (feeder) schools that will participate in the 21st CCLC program.

2. **Competitive Priorities:** Indicate which of the competitive priorities will be met through the proposed 21st CCLC program. Check all that apply, if any. The list of Comprehensive Support and Improvement
(CSI) and Targeted Support and Improvement (TSI) schools can be downloaded from: https://files.nc.gov/dpi/documents/accountability/reporting/csi-tsi-list-report2019_october.xlsx.

- Jointly submitted by at least one local education agency (LEA) and one other eligible entity; or
- LEA unable to partner with a public or private community organization (If checked, please complete narrative box 1 below)

If unable to participate in joint-partner submission, explain in detail why there is no joint partner available.

--- Narrative box 1 ---

- Offering program in an underserved geographic area of the state

List county/counties to be served.

--- Narrative box 2 ---

- Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools and/or Targeted Support and Improvement (TSI) Schools.
- Summer programming offered

3. **Program Abstract**: Provide a concise description of the proposed 21st CCLC program that communicates the program goals and intended impact, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the target population.

   If applicant is currently operating a 21st CCLC program, also describe specifically how the new proposal will expand or enhance the current program.

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4. **Organization Type**: Indicate the primary organization type that is submitting the application as the Fiscal Agent Organization. **Check one box only.**

- Local Education Agency (LEA)/Charter/ISD/Lab School
Other Public/Private Organizations:

- For Profit
- Non-Profit
- Institution of Higher Education
- Faith-Based Organization (FBO)
- City or County Government Agency
- Community-Based Organization (CBO)

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

5. Program Structure: Describe the following program characteristics to demonstrate that the program is of sufficient scope to have a measurable impact on student achievement or other student outcomes.

**Availability:** Indicate when programs will operate during the program year. (Check all that apply.)

- After School
- Before School
- Evenings
- Saturdays
- Summer

**Students Served:** Indicate the grade level(s) of students to be served in the program. (Check one or more boxes.)

- Grades K-5
- Grades 6-8
- Grades 9-12
Program Centers: List all sites (i.e., centers) where 21st CCLC programs will be operated throughout the program year. For each site, list the days of operation, number of hours offered each week, and total number of proposed slots that will be available for students.

NOTE: Programs must offer a minimum of fifty (50) slots and each program site must offer a minimum of twelve (12) hours of programming per week.

6. Program Design: Describe: a) the overall program design and its alignment with stakeholder needs of targeted low-performing, CSI, and/or TSI schools; b) the proposed academic improvement activities to help students meet State academic standards; c) enrichment and other activities that complement the regular academic program; and d) the rationale for why the proposed program activities (both academic and enrichment) are expected to improve student outcomes.

Program Activities: Check all activities that will be offered in the 21st CCLC program to improve the academic achievement of students.

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with
  1) The NC Standard Course of Study and any local academic standards; and
  2) Local curricula designed to improve student academic achievement, particularly in English/Language Arts/Reading and Mathematics;

- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

- Literacy education programs, including financial literacy programs and environmental literacy programs;

- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;

- Services for individuals with disabilities;

- Programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;

- Cultural programs;

- Telecommunications and technology education programs;

- Expanded library service hours;

- Parenting skills programs that promote parental involvement and family literacy;

- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
Drug and violence prevention programs and counseling programs
Programs that build skills in science, technology, engineering, and mathematics including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness ensuring local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).
Other (If checked, describe):

Sample Program Schedule: Provide a sample schedule for one week/month of programming for afterschool programs. If a summer program is offered, provide a sample schedule for one week of the summer program as well. If the program schedule varies between sites, provide a sample schedule for each. See sample template of program schedule or SAMPLE Weekly Schedule in the Application Guidance.

Rationale for Key Program Activities or Practices: Describe the rationale for key program activities, including citing the research or evidence base or best practice literature that supports the impact of the proposed activities or practices on academic performance, achievement, post-secondary and workforce preparation, or positive youth development of the students.
7. **Family Engagement and Communication**: Describe: a) process for assessing family needs in partnership with targeted low-performing, CSI, and/or TSI school(s); b) specific literacy and educational development activities that will be offered to families in support of students’ academic needs (i.e., literacy and related educational development); and c) a schedule of when family engagement activities will occur.

8. **Project Administration**: Describe the program’s implementation strategies and timeline for the upcoming year for each of the following areas.

   **Community Outreach**: Describe how the program will communicate with the community (e.g., families, local community, schools) to disseminate information about program access and ongoing student progress.

   **Staff Recruitment and Retention**: Describe staffing plan to ensure qualified program personnel are hired and retained, including justification for number of staff, job roles and required qualifications (include volunteers, where applicable).

   **Professional Development**: Describe professional development and trainings to be provided to staff, including volunteers, and how offerings are aligned to program goals to ensure students receive quality academic and enrichment learning opportunities.
**Student Transportation:** Describe how students will be safely transported to and from the center and home.

*NOTE:* Programs must provide transportation for all participants as needed.

**9. Capacity to Implement, Partner, and Sustain:** Describe the organization’s: a) past experience/success or capacity to provide high-quality academic enrichment services; b) availability of key resources to be used in the program (e.g., facilities, equipment, technology); c) ability to leverage community-based resources (intended collaborations and partnerships with other organizations to enhance proposed services); d) plan to develop and sustain relationships with schools served; and e) approach to funding sustainability after the grant ends.

*NOTE:* Vendors are not considered to be collaborative partners, but are paid contractors who provide specific, time-limited services.

**10. Evaluation Plan and Use of Data:** Describe: a) a clear set of program effectiveness/student success measures that are aligned to the program design and that includes at least one attendance measure and one student academic achievement measure; b) a data collection plan describing how the data for the student success/program effectiveness measures outlined will be collected and analyzed; and c) a description of how data will be used for improvement and annual reporting.

*NOTE:* If an external evaluator is used, the cost of the external evaluation must not exceed an amount equal to three percent (3%) of the total grant award.
11. **Budget Narrative and Alignment:** Provide a budget and budget narrative that: a) aligns costs with the programming; and b) demonstrates that costs that are reasonable and necessary. Include detailed projected costs for each of the following budgetary areas:
   a. Salaries and benefits
   b. Operational costs (includes transportation, rental/leased space, utilities, etc.)
   c. Purchased services (includes contracts for professional development, contracted educational programs, and field trips, etc.)
   d. Supplies and materials
   e. Equipment and furniture purchases

NOTE: *Grant writer fees and costs associated with entertainment are unallowable under this grant.*

12. **Dun and Bradstreet D-U-N-S Number:** Enter the D-U-N-S number for the applicant organization’s fiscal agent. Applicants must obtain a D-U-N-S number prior to submitting the 21st CCLC Application on CCIP. To obtain a D-U-N-S number, go to: [http://fedgov.dnb.com/webform](http://fedgov.dnb.com/webform).
Plan Relationships Page

This is a READ ONLY, targeted view of data entered into the Planning Tool section of NC CCIP that is linked to this grant.

As long as applicant has entered at least one GOAL, STRATEGY, and one FISCAL RESOURCE, information will appear on this Plan Relationships page.

Related Documents

Required Documents (see the Documents Library for 21st Century Community Learning Centers)
- 21st CCLC Basic Organization Information form – Organization Information, Fiscal Agent, Program Director (template provided)
- Organizational Chart – illustrates executive and key personnel of fiscal agent and partners (no template)
- Statement of Assurances (template provided)
- Debarment Certification (template provided)
- Criminal Background Check Certification (template provided)
- Organization’s Written Fiscal Procedures (no template)
- Financial Audit/Status Statement (no template)
- Private Schools Consultation (template provided)
- Total Cost Worksheet (Excel template provided)
- Wallace Foundation Out-of-School Time Cost Calculator Outputs (no template provided, use Output form(s))
- 21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status (Excel template provided)
- 21st CCLC Data Integrity and Confidentiality Certification form (template provided)

Optional Documents
- Memorandum of Understanding (MOU) (template provided) (NOTE: The MOU is a Required Document if applicant is filing as a Jointly Submitted application between an LEA and public or private community organization.)
- Letters of Commitment/Partnership Agreement (Used to support rating for Section 9: Capacity to Implement, Partner, and Sustain)
- Budget Form FPD 208 (after grant is approved for non-LEAs)

APPLICATION REVIEW AND SELECTION PROCESS

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

Initial Login and Screening: Each application is reviewed to determine the presence of basic components including proposal sections, applicant and partner signatures, and other essential items outlined in the Application Guidance.

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 (Appendix D). 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 public school unit and at least one public or private community organization (or when exception is met by public school unit).
2. Propose to serve underserved geographical regions of the state
3. Partnership/MOU to serve CSI and/or TSI schools
4. Propose to provide a summer program component

**NOTE:** Applicants must request priority points and indicate which priority area(s) apply by checking the appropriate box in the Grants Detail section of the application in CCIP. Applicants must submit all the required forms as noted to document that the proposed program meets the criteria to receive priority point(s).

**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, view the [NC Appeals Process](#) document on the 21st CCLC web page.
APPENDICES

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 State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and offers families of students served by such center opportunities for literacy and related educational development.

Average Daily Attendance (ADA) – Student attendance is the presence of a student on days when the 21st CCLC program is in session. Average Daily Attendance (ADA) is calculated by summing the total number of days of attendance for all students and dividing that sum by the total number of program days in the period.

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.

Comprehensive Program Monitoring Reviews (CMPRs) – are conducted on-site at the organization location where program documentation is maintained with visits to individual centers (sites) as appropriate. The review process utilizes an instrument with five (5) compliance strands. Following the review, a report is completed based on a rating rubric. The organization must respond in writing to each item marked as Finding within thirty (30) business days of receipt of the report. The organization’s response must demonstrate the required action has already been addressed by including supporting documentation with the response.

Comprehensive Support and Improvement (CSI) School – may be identified by low performance, low graduation rates, or lack of Targeted Support improvement as noted below:
  • The lowest performing five percent (5%) of Title I schools
  • High schools with a four-year cohort graduation rate of less than 66.7%.
  • A Targeted Support and Improvement (TSI) not exiting such status after three years (not applicable during this grant cycle).

Download the 2019-20 list of Comprehensive Support and Improvement (CSI) Schools.

Data Integrity and Confidentiality Certification – form requiring signature of the registered fiscal agent certifies the applicant’s full understanding and adherence to the Data Integrity and Confidentiality Certification policy guiding the protection of all personally identifiable information in adherence with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §12329, 34 C.F.R. Part 99.

Eligible Students – the 21st CCLC program primarily serve students from feeder schools in high poverty areas and those who attend low-performing, CSI, or TSI schools.

Feeder Schools – the school or schools that students participating in the 21st CCLC program are attending.

Fiscal Agent – is the eligible entity that is authorized to receive funds from the NCDPI and acts as the manager in charge of 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. It is the fiscal agent’s responsibility to: 1) maintain accurate and updated contact information for all 21st CCLC sites with NCDPI; 2) ensure adherence to all assurances and certifications associated with the 21st CCLC grant; 3) ensure 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; and 4) assume responsibility for the reconciliation of any audit exception or compliance finding, including as necessary, the
repayment of 21st CCLC funds from a non-federal funding source.

**Fiscal Desk Reviews (FDRs)** – are conducted at DPI each year based on documentation submitted by each organization to the Division to support program and fiscal compliance. For 21st CCLC programs, the program review includes, but is not limited to an assessment of the approved project, budgets and amendments, and documents uploaded in CCIP. In addition, Desk Reviews may be conducted quarterly comparing approved budgets to expenditure reports. For organizations utilizing the ERaCA system, the fiscal review includes a sampling of supporting documents submitted to DPI on a monthly basis reconciled to cash drawdowns.

**Fiscal Monitoring Reviews (FMRs)** – are conducted on-site at the organization location where fiscal records are maintained. The review process utilizes an instrument with nine (9) compliance strands. Following the review, a report is completed based on an FMR Rating Rubric. The organization must respond in writing to each item marked as Finding(s) within ten (10) business days of receipt of the report. The organization’s response must 1) demonstrate the required action has already been addressed by including supporting documentation with the response, or 2) describe a specific action plan for completing the required action with a detailed timeline and persons responsible.

**Government Performance and Results Act (GPRA)** – enacted in 1993, the law requires federal agencies to engage in performance management tasks such as setting goals, measuring results, and reporting on their progress.

**Hours of Operation** – the number of program hours offered to students participating in 21st CCLC programming. Research demonstrates that effective 21st CCLC programs have student participation on a regular (not drop-in) basis. Therefore, the hours of operation should be relatively consistent across the school year. Programs must offer a minimum of 12 student contact hours per week at each site, 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)** – Synonymous with a local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.

**Local Evaluation** – annual 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.

**Low-performing Schools** – Low-performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and EVAAAS growth.

“Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” (G.S. 115C-105.37(a)), and

“A Low-performing local school administrative unit is a unit in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in G.S. 115C-83.15 have been identified as low-performing schools, as provided in G.S. 115C-105.37.” (G.S. 115C-105.39A(a)).

Download the 2018-19 list of Low-performing Schools and Districts.

**Measures of Effectiveness** – standards established to ensure the purpose and intent of Title IV is met through the design of programs and use of funds.

**Memorandum of Understanding (MOU)** – refers to a signed agreement between two or more parties outlining the terms and details of an understanding (in this case collaboration among parties for the joint commitment and obligation to the 21st CCLC program), including each parties’ roles and responsibilities.

**North Carolina Center for Afterschool Programs (NCCAP)** – established in 2002, the NCCAP is a comprehensive statewide afterschool and expanded learning network, with key partners including afterschool providers, state agencies,
state and local policymakers, law enforcement, universities and community colleges, business, and the philanthropic community, working together to increase access to high quality afterschool and expanded learning programs for all children and youth in North Carolina, especially for those at-risk of education failure.

**Out-of-School Time (OST)** – structured programming held outside of the regular school day (may include after school, before school, weekend, summer, or intercessions). Programming must provide a minimum of 12 contact hours per week for targeted students.

**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.

**Regular Attendees** – refers to students who attend the 21st CCLC program 30 days or more during the academic year. Students who are designated as regular attendees require the completion of a regular school day teacher survey with this data entered into the 21DC system.

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

**SMART Objectives** – objectives that are Specific (S), Measurable (M), Attainable (A), Realistic (R), and Timely (T) objectives 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.

**Student Enrollment** – the term student enrollment represents the number of students who have registered and attended one day of 21st CCLC programming. Once a student is initially counted in the enrollment figure, he/she remains in that count throughout the school year even if they cease to attend the 21st CCLC program. While students are enrolled at the time (first day) that they enter the program, students must attend the program for ten days before their attendance counts toward meeting the overall enrollment goals. Students who are registered and enter the the program may not be deleted and must be entered into 21DC.

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

**Targeted Support and Improvement (TSI) School** – are identified as schools with consistently underperforming subgroups. North Carolina defines subgroups as “consistently underperforming” if the subgroup receives a grade of “F” on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years. Schools will annually exit this identification if the identified subgroup(s) receives a grade of
“D” or above for the most recent and the previous year. Download the list of Targeted Support and Improvement (TSI) schools.

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.

The Every Student Succeeds Act (ESSA) – the ESSA reauthorizes the ESEA of 1965. Organizations that implement 21st CCLC programs beginning in the 2017-18 school year, must comply with the provisions outlined in the new law.

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.”

Underserved Geographical Regions – as pertains to the 21st CCLC program, underserved geographical regions are considered to be counties with only one 21st CCLC program, or counties with no 21st CCLC program in the current school year.

NOTE: For additional terms and more comprehensive definitions, refer the NCDPI 21st CCLC Grant Guidance.
### Appendix B: Sample Program Schedules

**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**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Brief Description</th>
<th>Curriculum/ Activity Resource</th>
<th>Frequency/ Time</th>
<th>Who is Participating</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and snack to address juvenile delinquency</td>
<td>Students meet in grade level groups for roll call, select a healthy snack of choice and get instructions for the afternoon.</td>
<td>County grade level pacing guides and teacher assignments</td>
<td>3:30-4:15/ Daily</td>
<td>All students</td>
<td>Students will break out into grade level groups for homework assistance supervised by coaches.</td>
</tr>
<tr>
<td>Homework Assistance to address academic failure and juvenile delinquency</td>
<td>Students meet in smaller groups with a tutor to assist with homework. Students without homework will work on independent study to review weak skills.</td>
<td>Come With Me Science; AIMS; SRA Corrective Reading, Common Core Standard Literature</td>
<td>4:15-5:00/ Mondays and Wednesdays</td>
<td>All students in small groups of 10-15 students</td>
<td>Groups of 10-15 students with mentor coach or tutor</td>
</tr>
<tr>
<td>Reading to address academic failure.</td>
<td>Students work in small groups with tutor/mentor coach to reinforce and build reading skills through active learning activities and technology.</td>
<td>Come With Me Science; AIMS; Common Core Standard; Literature</td>
<td>4:15-5:00/ Tuesdays and Thursdays</td>
<td>All students in small groups of 10-15 students</td>
<td>Groups of 10-15 students with mentor coach or tutor</td>
</tr>
<tr>
<td>Math to address academic failure.</td>
<td>Students work in small groups with tutor/mentor coach to reinforce and build math skills through active learning activities and technology.</td>
<td>Come With Me Science; AIMS; Common Core Standard; Literature</td>
<td>4:15-5:00/ Mondays and Wednesdays</td>
<td>All students in small groups of 10-15 students</td>
<td>Groups of 10-15 students with mentor coach or tutor</td>
</tr>
<tr>
<td>Team Building, Character Education, Social Skill</td>
<td>Students meet in grade level groups with behavioral health coordinator to participate in activities that build self-esteem, and goal plan.</td>
<td>Start Something program. Books: Life Skills Grades K-5; Promoting Positive Values; Character Education-the ladder to Success”</td>
<td>5:00-5:30/ Mondays and Wednesdays</td>
<td>All students in grade level groups</td>
<td>Grouped students with behavioral health coordinator, mentor coaches or tutors</td>
</tr>
<tr>
<td>STEM Programs to address juvenile delinquency, and suspensions</td>
<td>Students are given time to enhance and apply skills in math and reading through the STEM activities in (science, technology, engineering)</td>
<td>Music, Art, Drama, Guest engineer, science professional and East Carolina University students majoring in STEM related degrees,</td>
<td>5:00-5:45/ Tuesdays and Thursdays</td>
<td>All students, Students will be allowed to work individually, with a partner or in small groups</td>
<td>Guest presenters and instructors.</td>
</tr>
<tr>
<td>Physical Fitness and Social Development to address juvenile delinquency</td>
<td>Students form in interest groups to participate in fitness activities that promote team building, leadership skills, and fitness.</td>
<td>Geo-Fitness program, Fitness Skillastic and Energizer programs, other games</td>
<td>5:45-6:30/ Daily</td>
<td>All students in interest groups</td>
<td>Grouped students, recreation coordinator will participate in organized activities, with mentor coaches</td>
</tr>
<tr>
<td>Terrific Thursday to address gang violence and juvenile delinquency</td>
<td>Students will participate in various activities as a positive incentive to continue to do their best.</td>
<td>Games, Field Trips, Movies, Cultural Activities</td>
<td>4:30-6:30/ The last Thursday of the month</td>
<td>Students meeting criteria for positive behavior</td>
<td>Site Director, mentor coaches will monitor students during activities</td>
</tr>
</tbody>
</table>
## Sample: Proposed Program Activity Schedule

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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
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Evening Parent Class
Appendix C: Resources

Information on NC Schools and Students

- School Performance Data
- List of Title I Schools
- List of low-performing schools
- List of Comprehensive Support and Improvement (CSI) Schools
- List of Targeted Support and Improvement (TSI) Schools

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.

Character.org – Character.org offers resources and strategies to empower principals, teachers, counselors, parents and community members to help schools educate and inspire young people to become ethical and engaged citizens. The site offers character education lessons and publications.

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 (NCCAP) – 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 Afterschool 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.

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)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Leading (10-8 points)</th>
<th>Developing (7-4 points)</th>
<th>Lacking (3-1 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of low-performing, CSI, and/or TSI school(s) and planning to-date with administrators</td>
<td>Clear identification of low-performing, CSI, and/or TSI schools the program proposes to serve and summary of planning to-date with school and district leaders</td>
<td>Identification of low-performing, CSI, and/or TSI schools but somewhat vague on extent of collaborative planning to-date with school administrators.</td>
<td>Vague or confusing description of schools the program will serve with no description of collaborative planning to-date with school administrators.</td>
</tr>
<tr>
<td>Use of data (achievement, attendance, suspension, etc.) to demonstrate students' need for the proposed services</td>
<td>Clear and succinct summary of relevant data that effectively demonstrates the critical needs of targeted low-performing, CSI, and/or TSI schools and students for the proposed services.</td>
<td>Somewhat clear summary of data that demonstrates needs of targeted low-performing, CSI, and/or TSI schools and students for the proposed services.</td>
<td>Very weak or confusing summary of data that does not sufficiently demonstrate the needs of students at targeted low-performing, CSI, and/or TSI schools.</td>
</tr>
<tr>
<td>Summary of unmet needs in the targeted school(s) that the program proposes to address</td>
<td>Clear, concrete, and convincing summary of the unmet needs of those the program proposes to serve.</td>
<td>General or somewhat clear summary of the unmet needs of those the program proposes to serve.</td>
<td>Very weak or confusing summary of the unmet needs of those the program proposes to serve.</td>
</tr>
</tbody>
</table>

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

II. FUNDING APPLICATION

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

Grant Details Entry Fields
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 rate and receive Title I services. [NC Public Schools Poverty Percentage List](#)

2. **Competitive Priorities** (Verify and log in during Screening - Information for Level II Evaluation)
   - Verify that all required documents are signed by all organizations and/or agencies for jointly submitted applications (MOUs and Assurances and Certifications as noted are signed by all partner organizations/agencies)
   - Verify that project will serve students in an underserved area (county with less than 2 programs)
   - Verify that project will serve low-performing schools, Comprehensive Support and Improvement (CSI) Schools and/or Targeted Support and Improvement Schools
   - Verify that project has a summer program component

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: a) the overall program design and its alignment with the needs of targeted low-performing, CSI, and/or TSI schools; b) describes a focused and clear approach to providing academic improvement activities that will address students’ academic needs; c) proposes enrichment and other activities that will support students’ development and complement the academic program; and d) provides a rationale for why the proposed activities are expected to improve student outcomes (e.g., research, best practice, prior experience); and includes a clear schedule for the planned activities (weekly, monthly).

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Leading (20-15 points)</th>
<th>Developing (14-7 points)</th>
<th>Lacking (6-1 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program design aligns with the needs of targeted low-performing, CSI, and/or TSI school(s)</td>
<td>Clear summary of the overall program design and how it aligns with the identified needs of the targeted low-performing, CSI, and/or TSI school(s).</td>
<td>Somewhat clear summary of the overall program design, with only general alignment to the needs of the targeted low-performing, CSI, and/or TSI school(s).</td>
<td>Vague or incomplete summary of the program design with little or no alignment to the needs of the identified low-performing, CSI, and/or TSI school(s).</td>
</tr>
<tr>
<td>Planned academic improvement activities to help students meet State academic standards</td>
<td>Focused and very clear description of planned academic improvement activities that will address students’ academic needs (help students meet State academic standards).</td>
<td>Somewhat clear description of planned academic improvement activities that will address students’ academic needs (help students meet State academic standards).</td>
<td>Vague or incomplete description of planned academic improvement activities.</td>
</tr>
<tr>
<td>Other planned enrichment activities that complement regular academic program</td>
<td>Clear description with justification for enrichment activities that complement the regular academic program.</td>
<td>Somewhat clear description and justification for enrichment activities that complement the regular academic program.</td>
<td>Vague or incomplete description of enrichment activities.</td>
</tr>
<tr>
<td>Rationale for why proposed program activities (academic and enrichment) are expected to improve student outcomes</td>
<td>Clear rationale for proposed program academic and enrichment activities (using evidence from research, best practice, prior experience).</td>
<td>Somewhat clear but general rationale for proposed program activities.</td>
<td>Confusing or missing rationale for proposed program activities.</td>
</tr>
<tr>
<td>Overall schedule of program activities (academic and enrichment)</td>
<td>Clear description of the overall schedule of activities to be provided to students.</td>
<td>Somewhat clear description of the overall schedule of activities to be provided to students.</td>
<td>Confusing or incomplete description of the overall schedule of activities to be provided to students.</td>
</tr>
</tbody>
</table>
7. Family Engagement (Level I Evaluation - 10 points)

The applicant clearly describes a) a process for assessing family needs in collaboration with the low-performing, CSI, and/or TSI school partners; describes specific b) literacy and educational development activities that will be offered to families in support of students’ academic needs; and c) includes a clear schedule of when family engagement activities will occur.

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<tbody>
<tr>
<td>Plan for assessing family needs in partnership with targeted low-performing, CSI, and/or TSI school(s)</td>
<td>Clear description of proposed methods for planning with partner schools to determine literacy and educational development needs of families.</td>
<td>General description of proposed methods for planning with partner schools to determine literacy and educational development needs of families.</td>
<td>Limited to no information about proposed methods for planning with partner schools around family literacy and educational development needs.</td>
</tr>
<tr>
<td>Approach to supporting the literacy and educational development needs of families</td>
<td>Clear description of kinds of activities including literacy or related educational development support that will be offered to help families of students served by the program.</td>
<td>General description of kinds of activities for families including literacy or related educational development support that will be offered to help families of students served by the program.</td>
<td>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).</td>
</tr>
<tr>
<td>Schedule for planned family engagement activities</td>
<td>Specific descriptions and possible schedule of proposed family engagement activities.</td>
<td>General schedule/description of proposed family engagement activities.</td>
<td>Vague or confusing schedule/description of proposed family engagement activities.</td>
</tr>
</tbody>
</table>
8. Project Administration (Level I Evaluation - 10 points)

The applicant provides clear plans for managing the program including those for: a) communication activities to regularly inform all stakeholders (e.g., family, community, school) about program access and ongoing student progress; b) staffing plan to ensure qualified program personnel are hired and retained; c) professional development/training and how trainings are aligned to program goals to ensure students receive quality academic and enrichment learning opportunities; and d) ensuring students are transported safely to and from 21st CCLC site(s).

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<tr>
<th>Dimensions</th>
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<th>Lacking (3-1 points)</th>
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<tbody>
<tr>
<td>Community outreach to inform families, local community, and schools about the program</td>
<td>Clear description of proposed outreach activities designed to inform the community about the 21st CCLC program (e.g., access).</td>
<td>General or somewhat clear description of proposed outreach activities to inform the community about the 21st CCLC program (e.g., access).</td>
<td>Limited or incomplete description of community outreach activities.</td>
</tr>
<tr>
<td>Staffing plan to operate the program with well-trained professionals (Program Director proposed and qualifications, number of staff needed)</td>
<td>Detailed staffing plan that includes: description of the roles of key personnel and expected qualifications, number if staff proposed with explanation, planned staff recruitment activities, strategies to support staff retention, and methods for volunteer management (if applicable).</td>
<td>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.</td>
<td>Limited or incomplete staffing plan.</td>
</tr>
<tr>
<td>Professional development/ training for staff &amp; volunteers</td>
<td>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.</td>
<td>General training plan for staff and volunteers to improve knowledge and skills but lacking in some details.</td>
<td>Limited or incomplete plan for staff training.</td>
</tr>
<tr>
<td>Student transportation</td>
<td>Clear and specific description of how students will be safely transported to and from the 21st CCLC.</td>
<td>General description of how students will be safely transported to and from the 21st CCLC.</td>
<td>Vague or confusing information as to how students will be safely transported to and from the 21st CCLC.</td>
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</table>
9. Capacity to Implement, Partner, and Sustain (Level I Evaluation - 10 points)

The applicant clearly describes the organization's: a) past experience/success or capacity to provide high-quality academic enrichment services; b) availability of key resources to be used in the program (e.g., facilities, equipment, technology, etc.); c) ability to leverage community-based resources (intended collaborations and partnerships with other organizations to enhance proposed services); d) plan to develop and sustain relationships with schools served; and e) approach to funding sustainability after the grant ends.

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<tbody>
<tr>
<td>Prior success or capacity to provide proposed services</td>
<td>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.</td>
<td>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.</td>
<td>Limited to no evidence of past success or any mention of how the applicant will ensure high quality academic enrichment services are provided.</td>
</tr>
<tr>
<td>Available key resources for program implementation</td>
<td>Detailed description of available key resources to implement the proposed program.</td>
<td>General description of available key resources to implement the proposed program.</td>
<td>Limited description of available key resources to implement the proposed program.</td>
</tr>
<tr>
<td>Leveraging of community-based resources</td>
<td>Clear and specific description of how community-based resources will be leveraged (intended collaborations and/or partnerships with other organizations to enhance proposed services).</td>
<td>Somewhat clear but general description of how community-based resources will be leveraged (intended collaborations and/or partnerships with other organizations to enhance proposed services).</td>
<td>Confusing or no information regarding leveraging of community-based resources (collaborations or partnerships with external organizations).</td>
</tr>
<tr>
<td>Relationship with schools served</td>
<td>Clear description of how lead organization/agency will collaborate throughout the school year with targeted schools to continually assess needs and refine activities and services to align academic enrichment services.</td>
<td>General description of intent to collaborate with targeted schools but lacks specificity as to how needs for refinement will be made to ensure high-quality academic enrichment services are aligned.</td>
<td>Limited to no description of collaborative efforts to ensure alignment of services.</td>
</tr>
<tr>
<td>Plan for seeking support for sustainability</td>
<td>Convincing approach to increasing community support and securing funding beyond the grant.</td>
<td>General approach to increasing community support and securing funding beyond the grant.</td>
<td>Limited to no description regarding increasing community support and securing funding beyond the grant.</td>
</tr>
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</table>
10. Evaluation Plan and Use of Data (Level I Evaluation - 15 points)

The applicant includes: a) a clear set of program effectiveness/student success measures aligned to the program design, which includes at least one attendance measure and one student academic achievement measure; b) a data collection plan describing how the data for the student success/program effectiveness measures outlined will be collected and analyzed; and c) a description of how data will be used for improvement and annual reporting.

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<th>Developing (10-6)</th>
<th>Lacking (5-1)</th>
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<tbody>
<tr>
<td>Program effectiveness measures focused on student attendance and academic achievement</td>
<td>Clear and specific articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure and one student academic achievement measure.]</td>
<td>Somewhat clear articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure and one student academic achievement measure.]</td>
<td>Incomplete or missing description of program effectiveness measures.</td>
</tr>
<tr>
<td>Data collection plan for program effectiveness measures</td>
<td>Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness.</td>
<td>General description of how student data of various types will be collected and analyzed to evaluate program effectiveness.</td>
<td>Incomplete or missing description of how student data will be collected and analyzed to evaluate program effectiveness.</td>
</tr>
<tr>
<td>How data will be used to improve the program and report on program effectiveness</td>
<td>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.</td>
<td>Somewhat clear, but general description of how data will be used to improve the program and how evaluation reports on program effectiveness will be shared.</td>
<td>Incomplete or missing description of how data will be used to improve the program and to report on program effectiveness.</td>
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11. Budget Narrative and Alignment (Level I Evaluation - 5 points)

The applicant provides a budget narrative that: a) aligns costs with the proposed programming; and b) demonstrates that costs are reasonable and necessary.

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<tbody>
<tr>
<td>Budget narrative aligns to proposed program</td>
<td>Detailed budget narrative that clearly aligns to activities and administration proposed for the program.</td>
<td>Budget narrative that somewhat aligns to activities and administration proposed for the program.</td>
<td>Budget narrative with incomplete information or conflicting alignment with the proposed program.</td>
</tr>
<tr>
<td>Costs are reasonable and necessary</td>
<td>Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.</td>
<td>General description suggesting that most costs are reasonable and necessary.</td>
<td>Insufficient description raises serious questions about costs.</td>
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</tbody>
</table>
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)**

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<th>Dimensions</th>
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<th>Lacking (3-1 points)</th>
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</thead>
<tbody>
<tr>
<td>Alignment across sections of the proposal</td>
<td>Well-written proposal that is clearly aligned across all sections of the application.</td>
<td>Somewhat clear proposal that is aligned across most sections of the application.</td>
<td>Confusing proposal that is limited in alignment and fragmented across several sections.</td>
</tr>
<tr>
<td>Case for need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI schools.</td>
<td>Proposal makes a compelling case for need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI school(s).</td>
<td>Proposal makes a general case for the need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI school(s).</td>
<td>Proposal lacking or incomplete in the case it makes regarding the need and for any likelihood of measurable student success.</td>
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</tbody>
</table>
12. D-U-N-S Number (Log in during Screening)

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

Related Documents (Verify and log in during Screening)

**Required Documents**
- 21st CCLC Basic Organization Information form – Organization Information, Fiscal Agent, Program Director (template provided)
- Organizational Chart – illustrates executive and key personnel of fiscal agent and partners (no template)
- Statement of Assurances (template provided)
- Debarment Certification (template provided)
- Criminal Background Check Certification (template provided)
- Organization’s Written Fiscal Procedures (no template)
- Financial Audit/Status Statement (no template)
- Private Schools Consultation (template provided)
- Total Cost Worksheet (Excel template provided)
- Wallace Foundation Out-of-School Time Cost Calculator Outputs (no template provided, use Output form(s))
- 21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status (Excel template provided)
- 21st CCLC Data Integrity and Confidentiality Certification form (template provided)

**Optional Documents**
- Memorandum of Understanding (MOU) (template provided) *(NOTE: The MOU is a Required Document if applicant is filing as a Jointly Submitted application between an LEA and public or private community organization.)*
- Letters of Commitment/Partnership Agreement (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)