



New Hampshire

**Department of Education**



# **Nita M. Lowey 21st Community Learning Centers Program (21st CCLC)**

## **Title IV, Part B**

### **Request for Application (RFA) 2023-2024**

Released Date: January 20, 2023

Application Deadline: March 17, 2023

Supporting Document: **21<sup>st</sup> CCLC Grantee Guidance 2023-2024**

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*The New Hampshire Department of Education reserves the right to make necessary policy changes after proposals are submitted. This guidance is subject to change as state and federal laws are updated.*

**\*\* Applicants are strongly encouraged to read this entire document in conjunction with the 21st CCLC Grantee Guidance 2023-2024 document prior to beginning and throughout their proposal.**

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## GENERAL GRANT INFORMATION

The New Hampshire Department of Education is pleased to announce the Nita M. Lowey 21st Century Community Learning Centers Program (21st CCLC) Title IV, Part B 2023-2024 Request for Application (RFA). This application contains important information for eligible entities applying for a grant under this program.

### Bureau/Office

Bureau of Instructional Support, Nita M. Lowey 21st Century Community Learning Centers (21st CCLC).

### Specific Funding Authority

The 21st CCLC is a federal program funded under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), signed by President Obama on December 10, 2015. The law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. The ESSA includes provisions helping to ensure success for students and schools including **advancing equity by upholding critical protections for America's disadvantaged and high-need students**. The ESSA also requires for the first time, all students in America be taught to high academic standards preparing them to succeed in college and careers.

ESSA made changes to the No Child Left Behind Act of 2001. These changes ensure there is an expectation there will be accountability and action **to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.**

The 21st CCLC program supports the creation of community learning centers providing **academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low performing schools.**

### Funding Purpose

Under ESSA, the 21st CCLC supports the creation of community learning centers offering a safe learning environment to students during non-school hours (before and after school, summer breaks and other periods when school is not in session) to reinforce and complement the regular academic program of participating students. The purpose of the 21st CCLC program is to award grants to Local Education Agencies (LEAs), community-based organizations (CBOs), faith-based organizations (FBOs), public-private organizations or a consortium of these, to provide opportunities for communities to establish or expand activities in community learning centers that:

- (a) Provide opportunities during non-school hours (before and after school, summer breaks and other periods when school is not in session) for academic enrichment, particularly to students who attend high poverty and low-performing (K-12) schools to meet the

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state and local academic subjects, as well as to meet the challenging State academic standards.

- (b) Offer students a broad array of additional services, programs, and activities, such as youth development activities, community/service learning, nutrition and health education, mentoring, drug and violence prevention programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, entrepreneurship, counseling, youth leadership, college, and career readiness. Enrichment activities should be designed to broaden students' experiences by including the arts & music, recreation, health, and cultural opportunities to reinforce and complement the regular academic program of participating students. In addition, high school students should have ties to an in-demand industry sector or occupation including opportunities for internships or apprentice programs.
- (c) Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development and other educational related services for the families.

All three program components (above) must be offered through each center and must be available to all participating students.

### **Eligible Applicant(s)**

Eligible applicants for 21st CCLC funds must be a collaboration between a LEA and **one or more** CBO, FBO, or other public or private entities and must primarily serve students (K-12 grade) who attend schools with a high concentration of economically disadvantaged students.

Any public or private organization is eligible to apply for a 21st CCLC grant and **is required** to partner with an eligible school(s). Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to non-profit agencies, city, or county government agencies, FBOs, and institutions of higher education.

### **Current Subgrantees Reapplying**

Subgrantees are eligible to reapply for funding if their existing grant award will expire this fiscal year. Current subgrantees are expected to demonstrate a high level of performance and **have actions towards sustainability in order to receive additional funding.**

### **Target Population(s)**

In accordance with ESEA, as amended by ESSA Sec. 4203(a)(3), ***the New Hampshire Department of Education (NHED) may only make awards to applicants who will serve students attending schools that meet the below criteria.*** Applications that include non-eligible schools will be disqualified.

The target population for 21<sup>st</sup> CCLC programs is as follows:

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- (a) Under section 1114 - *Students who primarily attend schools eligible for schoolwide programs and the families of such students; or*
- (b) Under section 1111 (d) - *Students attending kindergarten through grade 12 in New Hampshire schools that are identified as Targeted Support and Improvement (TSI), Comprehensive Support and Improvement (CSI) or Additional Targeted Support (ATS); or*
- (c) Under section 1115 – *Targeted assistance school providing services to eligible children identified as having the greatest need for special assistance; students not older than age 21 who are entitled to a free public education through grade 12; and children who are not yet at a grade level at which the local educational agency provides a free public education; or*
- (d) Under section 1113 - *Students attending schools of eligible School Attendance Areas, in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole. The LEA shall use the same measure of poverty, which measure shall be the number of children ages 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for free and reduced priced lunches under the Richard B. Russell National School Lunch Act.*

## **Priorities**

There are Absolute and Competitive Priorities for this grant. Absolute Priorities are those priorities that must be addressed by all proposals; failure to do so will disqualify a proposal from consideration (no additional points for this section). Competitive Priorities are optional, and if addressed, may earn additional points as described in detail below.

### **Absolute Priorities**

Under Section 4204(i) of the ESSA, *the State must give priority to applications proposing to:*

- (a) *Serve students and families as described in the targeted population above; and,*
- (b) *Includes partnerships consisting of:*
  - i. *LEA (the lead applicant) and a CBO, and/or other public or private entity(ies); or,*
  - ii. *CBO (the lead applicant) and a LEA, and other public or private entity(ies).*

### **Competitive Priorities**

To earn competitive priority points, applicants must meet at least one of the criteria listed below:

- (a) Evidence that the application targets Middle school or High school students (5 points); and/or,
- (b) Applications from 1st time (new) grant applicants (5 points) and/or,
- (c) Applications that partner with or provide career exploratory activities (3 points) and/or Career exploratory activities (or pre-cursory) are low intensity, short duration activities, that introduce students to a career path and allows them to explore careers with minimal commitment. This can include activities such as business tours, informational interviews, job shadows, field trips, and mentorship.

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- (d) Applications that partner with or provide work-based learning (WBL) for students may be eligible for competitive priority in this section. (7 points).
- a. Work-based learning is defined as a sustained, applied educational experience, beyond career exploratory activities, that takes place in-school or out of school at any time. The work-based learning experience prepares students for the workforce by expanding their knowledge of career pathways and fields, developing critical competencies, and engages students in acquiring and demonstrating the acquisition of employability skills. Work-based learning provides an authentic opportunity to apply academic and technical content in a real-world environment. This can include experiences such as apprenticeships, internships, work placement, ELO's, or a job.

### **Number of Awards/Duration of Award**

At no time may the subgrant awards amount to less than \$50,000 a year per site. The number of grants funded will ultimately depend on the number of qualifying proposals received and the availability of funds. Number of sites funded will depend on the size of grant awards.

Each site is required to service at a minimum of 50 students for their regular attendees. The Wallace Foundation Out-of-School Time Cost Calculator will be used as a comparison tool for the NHED to align with the requested budget and help applicants plan where they will need to leverage funding in order to run a successful program. Each applicant must complete the [Wallace Foundation Out-of-School Time Cost Calculator](#) with information tailored to the organization's proposed program and **attach print outs** (see checklist in Appendix A) of the results for both; school year and summer programming.

The number of awards is distributed on a competitive basis and the award amount will be based on the final United States Education Department (USED) award notification and the number of quality proposals approved. The NHED will not obligate any funds for the following Fiscal Year (FY) grants until federal funds are appropriated, and the NHED has received its federal award notification from the USED. The requested total amount of funds is a request and may not reflect the final amount approved. The Commissioner of Education has final funding approval for competitive grants.

Subgrantees will be awarded funding contingent upon availability of funds, annual budgetary Congressional approval and program performance based on the program's ability to demonstrate compliance with state and federal laws, working towards fully implementing the approved program, meeting annual program objectives, and all reporting and monitoring requirements are successfully fulfilled. **Subgrantees will be funded at 100 percent for the first three years (3) years of funding. Subgrantees may have the opportunity to receive continued funding for an additional two (2) years based on funding availability and the Department's evaluation of successful progress towards meeting the Government Performance Results Act (GPRA) measures.**

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Reapplying subgrantees who return federal funds during the five (5) year grant period are subject to being high risk for a new grant.

## **Eligible Activities**

### **Eligible Activities**

ESSA Sec. 4205(a) identifies the approved activities for a 21<sup>st</sup> CCLC program as, *each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—*

1. *academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—*
2. *the challenging State academic standards and any local academic standards; and*
3. *local curricula that are designed to improve student academic achievement;*
4. *well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;*
5. *literacy education programs, including financial literacy programs and environmental literacy programs;*
6. *programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;*
7. *services for individuals with disabilities;*
8. *programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;*
9. *cultural programs;*
10. *telecommunications and technology education programs;*
11. *expanded library service hours;*
12. *parenting skills programs that promote parental involvement and family literacy;*
13. *programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;*
14. *drug and violence prevention programs and counseling programs;*
15. *programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as "STEM"), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and*
16. *programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that 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.).*

The 21st CCLC program should reflect an appropriate balance between academic and enrichment activities that support the objectives of the 21st CCLC program. Each eligible organization receiving an award may use the funds to carry out a broad array of services, programs, and activities (before and after school) that should include a wide range of teaching modalities (e.g., instruction, hands-on, free exploration) designed to reinforce and complement

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the regular academic program through providing activities that significantly, or are likely to, increase improvement of academic outcomes meeting the learning styles of all participating students.

All eligible subgrantees are required to provide an:

- (a) academic enrichment component for all students; and
- (b) an enrichment component for all students; and
- (c) family engagement activities for the family members of participating students.

The program activities must be of high quality, evidence-based practices and designed to complement the student’s regular (school) academic programs. All expenditures must be reasonable and necessary to support the program plan as outlined within the awarded grant application. All costs must be reasonable, necessary, allocable, and properly documented to carry out the program. Costs must be directly linked to the size and scope of the program and to specific goals, objectives, and activities.

## APPLICATION TIMELINE AND PROCEDURES

### 2023 Timeline of Activities

Date	Time	Task
January 20, 2023	3:00 p.m. EST	2023-2024 RFA posted on NHED website accompanied by the RFA 21st CCLC Grantee Guidance 2023-2024 document
February 13, 2023	3:00 p.m. EST	Frequently asked questions submitted
February 15, 2023	3:00 p.m. EST	Frequently asked questions posted on NHED website
March 17, 2023	3:00 p.m. EST	Application deadline by 3:00pm EST
March 22, 2023 - April 19, 2023	3:00 p.m. EST	Peer review of applications
May 8, 2023	3:00 p.m. EST	21st CCLC grant award notification
July 1, 2023		Awards commence

### Application Contents and Requirements

An electronic (email) submission of the entire application in one document as a PDF must be received by the due date and time established. If your PDF is too large for a single email, you may divide the RFA into as many sections as needed to email. Be sure the documents are clearly named, for example: *School or Organization Name, District Name, and Sec 1 of 3*.

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Proposals must be submitted to the 21<sup>st</sup> CCLC State Office by: **3:00 p.m. EST on March 17, 2023.**

Email your documents to Emily Fabian at [Emily.A.Fabian@doe.nh.gov](mailto:Emily.A.Fabian@doe.nh.gov).

### **Frequently Asked Questions**

All questions must be submitted to Emily Fabian at [Emily.A.Fabian@doe.nh.gov](mailto:Emily.A.Fabian@doe.nh.gov) **on or before February 13, 2023, by 3:00 p.m. EST** in order to be included in the updated FAQ sheet made available on the NHED website on **February 15, 2023.**

### **Checklist of Required Documentation: (See Appendix A)**

The requirements listed on the checklist **must** be met for applications to be considered in substantially approvable form and thus eligible for review.

- (a) Application received by the NHED no later than 3:00 p.m. EST on **March 17, 2023.**
- (b) Application includes **ALL** the required forms as listed and submitted as identified in the checklist (Appendix A), following the numerical order.

### **Review Process and Criteria**

In accordance with ESSA section 4201 (B)(5) the NH State Department of Education will select peer reviewers to review all complete, eligible applications received. Reviewers are selected to reflect a balance of backgrounds and experiences. Each applicant will be rated according to the criteria provided within the Application/Scoring Review Rating Form (available on the NHED website).

All applications will receive an initial eligibility review by NHED staff to ensure the application was received on time, and contains all required guidelines, sections, and signatures. If an application does not meet these basic requirements, the application will be removed from consideration.

Proposals that meet all state, federal and RFA requirements are evaluated and scored according to the following process:

- (a) Each proposal meeting the conditions for acceptance is independently reviewed.
- (b) Scored by three qualified reviewers with extensive experience in such areas as: 21st CCLC, out-of-school time programs, education, and community-based learning.
- (c) Each question can receive points up to the maximum indicated.
- (d) The scores from the three reviewers are averaged to determine the proposal score.
- (e) Proposals with a final average score of less than 75 are not eligible for funding consideration.
- (f) NHED staff review the proposals for compliance with the programmatic and fiscal policies of the program.
- (g) The NHED approves the ranking of the proposals in order from highest to lowest score.
- (h) Awards are subject to the availability of federal funds.

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## **Grant Award Decisions and Disposition of Proposals**

The content of each proposer's proposal shall become public information upon the award of any resulting contract. Any information submitted as part of a response to this request for proposal (RFA) may be subject to public disclosure under RSA 91-A. In addition, in accordance with RSA 9-F:1, any contract entered into as a result of this RFA will be made accessible to the public online via the website Transparent NH (<http://www.nh.gov/transparentnh/>). However, business financial information and proprietary information such as trade secrets, business and financials models and forecasts, and proprietary formulas may be exempt from public disclosure under RSA 91-A:5, IV. If you believe any information being submitted in response to this request for proposal, bid or information should be kept confidential as financial or proprietary information; you must specifically identify that information in a letter to the agency, and must mark/stamp each page of the materials that you claim must be exempt from disclosure as "CONFIDENTIAL".

The Department reserves the right to award in part; reject any and all proposals in whole or in part; and to waive technical defects, irregularities, or omissions if, in the Department's judgment, the best interest of the State would be served. After receiving the grant application, the Department reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded as part of the evaluation process to meet federal requirements or State Board of Education priorities. In addition, the Department reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards. Grants are not final until the official Grant Award Notification is executed by the NHED and made available within the Grants Management System or provided to the grantee.

A bidder/vendor questioning the agency's identification of the selected vendor may request that the state agency review its selection process. The request shall be in writing and be submitted to the respective agency within five (5) business days of the posting of the bid results, rank, or score. The issuing agency has five (5) business days to review the request for review and issue a written response either affirming its initial selection of a vendor or cancelling the RFA. No hearing shall be held as part of the review.

In accordance with 34 CFR 401, the applicant may request a hearing if they allege that the NHED violated a State or Federal statute or regulation resulting in the disapproval of or failure to approve the application. The NHED shall provide an opportunity for a hearing after the NHED disapproves the application. The applicant shall request via letter to the 21<sup>st</sup> CCLC State Director for a hearing who will pass the request onto the NHED's Legal Division, within 30 days of the action of the NHED. Within 30 days after it receives a request, the NHED shall hold a hearing on the record and shall review its action. No later than 10 days after the hearing the NHED shall issue its written ruling, including findings of fact and reasons for the ruling. If the NHED determines that its action was contrary to State or Federal statutes or regulations that govern the 21<sup>st</sup> CCLC program, the NHED shall rescind its action. If the NHED does not rescind its final action after a review under this paragraph, the applicant may appeal to the Secretary of the United States Department of Education (USED). The applicant shall file a notice of the appeal with the Secretary within 20 days after the applicant has been notified by the NHED of the

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results of the review. If supported by substantial evidence, findings of fact of the NHED are final.

In accordance with 34 CFR 76.401 Disapproval of an application—opportunity for a hearing.

*(b) Other programs—hearings not required. Under other programs covered by this part, a state agency—other than a state educational agency—is not required to provide an opportunity for a hearing regarding the agency's disapproval of an application.*

Applicants will be notified in writing/email of the acceptance or rejection of their proposals. If a proposal is selected for funding, the Bureau of Instructional Support will initiate a grant award. The level of funding and effective dates of the projects will be set forth in the notification of the grant award.

## SCOPE OF WORK/NARRATIVE

### Scoring Criteria

CATEGORY	MAX POINTS
Complete Application	2.5
a. Abstract	2.5
b. Planning Process	5
c. Need for Project	10
d. Program Design	20
e. Adequacy of Resources	10
f. Program Management Plan	10
g. Project Evaluation	20
h. Budget/Budget Narrative	10
i. Collaboration, Partnerships, Advisory Board, and Sustainability	10
<b>TOTAL</b>	<b>100</b>
Priority Points	20
<b>TOTAL WITH ADDITIONAL POINTS</b>	<b>120</b>

### Guidelines and Requirements

Each 21st CCLC project must have a scope of work/narrative that identifies the types of services being rendered and clearly identifies the goals and objectives of the program, follow the below process in completing your scope of work/narrative:

1. Each section is referenced within the 21st CCLC Grantee Guidance 2023-2024 document for description and requirements of the scope of work/narrative component.
2. Follow the instructions for completion of the scope of work/narrative component.
3. Copy and paste each question in numerical order, along with the section heading of the questions being answered and provide an answer to each, if applicable.

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4. Pages should be numbered, and appendices should be separated with clearly labeled pages and referenced within the scope of work/narrative text, as well as within the table of contents and submitted in a horizontal position.
5. Scope of work/narratives must not exceed 30 single-sided pages, double-spaced in 12-point font.
6. Up to an additional ten (10) single-sided pages of supporting documents referenced and clearly labeled may be included, in addition to the appendices, if necessary.

### **Abstract: 2.5 Points**

Draft the abstract as if the program was in place. Use present-tense verbs such as “provides”, “serves” and “offers.” Complete a short statement (one page or less) that briefly identifies the number of students served; the weeks, days and hours of service, the names and locations of the schools targeted; the grades of the students to be served; the components of program service and program activities; and an overview of the services to be offered to the adult family members of the students served.

### **Planning Process: 5 Points**

#### **Instructions**

1. Provide a brief summary of the planning process used to submit this application.
2. Describe how the community was provided with notice of intent to apply.
3. Describe the collaboration with LEA and community-based partners. Non-LEA applicants are required to provide evidence of collaboration with the school district in which the program will take place and are required to have appropriate access to required reporting data.
4. Describe how private schools were consulted while developing the program design. An application for a subgrantee shall consult with appropriate representatives of students enrolled in private schools during all phases of the development and design of the project covered by the application, including consideration of:
  - (a) Which students will receive benefits under the project.
  - (b) How the student’s needs will be identified.
  - (c) What benefits will be provided.
  - (d) How the benefits will be provided; and
  - (e) How the project will be evaluated.

The applicant shall give the appropriate representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section. If there are no private schools in your school district, please state this.

### **Need for Project: 10 Points**

#### **Instructions**

1. Provide a description of your community, explaining why the proposed project is appropriate, supported by a needs assessment for the 21st CCLC program in the community. Use specific and relevant data regarding the students to be served by the

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program and the needs of the community. Always cite sources of data and compare local data to county and/or state figures when possible.

2. Provide an evaluation of the community needs and available resources for the program including the needs of the students and their families. The applicant must describe any local “need survey(s)” proving needs or illustrates community support articulated by collaborating school(s), community, parents, and students to overcome the need. Include the survey questions, number of surveys that went out, number of responses, and the results in numbers and percentages. If focus groups were used, list the target audience of each focus group, how members were selected, how many members attended, dates, questions asked, documented results and conclusions.  
**Current subgrantees** report on the results of objective data that assesses the current participants in the program, the need to increase programming opportunities, any barriers the program has continually overcome for families with the usage of a 21st CCLC program and how the data shows the students’ needs have been met.
3. Cite the needs factors that place students at risk of educational failure; poverty rates in the communities to be served, increase in the number of limited English proficient students and adults, percentage of Title I students, dropout rates, teen birth rates, achievement gap and adult literacy rates, and education levels in the community.
4. Describe how the proposed program will address the needs of students and their families (including the needs of working families). The applicant must clearly state the specific needs of the students and families to be served and will later address these risk factors in the program design and evaluation sections.
5. Describe other afterschool programs currently serving the targeted population and explain why their services are insufficient to meet identified needs. 21st CCLC funds cannot take the place of secured funding. If an applicant currently operates a community learning center (including before and/or after school or summertime program), it should be noted in this section. A description of how the 21st CCLC grant will expand the program and/or the reasoning as to why 21st CCLC funds are necessary. If there are no afterschool programs in your school district, please state this.

## **Program Design: 20 points**

### **Instructions**

1. Describe how the program aligns and links to the school day for academic enrichment and well-rounded education activities (e.g., date sharing, shared staff, space, training, policies, etc.).
2. Indicate how academic needs will be identified and supported through the program. Include any current or intended connections to school/district improvement plans, graduation requirements, LEA comprehensive needs assessments, and school wide Title I or other state/federal plans.
3. Describe how the program will accommodate students with Individualized Education Programs (IEPs), and/or 504 plans, including how the program ensures the specific requirements of each student’s IEP/504 plans are implemented in the program.

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4. Describe how the program will accommodate students and families whom English is a second language.
5. How does the LEA ensure equitable access for students and teachers to participate in the 21<sup>st</sup> CCLC federally assisted programs?
6. Describe how the target group will be identified. Describe how the selection will occur and how invitations will be extended. Show how the selection criteria are aligned with the population’s needs as described in the Need for Project section and with the intended outcomes.
7. Describe the safety (including physical and/or social-emotional) practices and protocols that will be followed for afterschool programing. Programs should use the school plan as a guide to implement a tailored plan for 21st CCLC program.
8. Describe plans to monitor attendance. How this will result in clear communication with parents/guardians and improved student participation, including how the program addresses the issue of students absent from school, students with early dismissal, and the procedure for notifying parents when students are absent from program. Students are expected to participate in 21st CCLC programs on a regular basis, 21<sup>st</sup> CCLCs are not drop-in programs.

**Current subgrantees only** - use the format below to include the numbers of youth and families that were served for each year of the original five (5) year grant. Explain fluctuations in the numbers. Describe strategies to increase enrollment and/or retain enrollment.

Original Grant Award Amount: \$ _____	RFA Target	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
Regular Attendees (Attending 30 days or more) – State Requirement Minimum 50 Attendees						
Average Daily Attendance (ADA)						
Youth Served Per Year						

9. Describe the specific program activities in your proposal; how they link to the needs identified in the Need for Project section and how they contribute to academic achievement and youth development including how they fit within your Schedule of Operations (Appendix D).

Explain how the program will tailor the activities to address the specific needs of participants, and specific activities for each grade level.

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- (a) Include how the activities are expected to improve student learning, including learning outcomes in content areas in support of transferable skills.
  - (b) Reference all evidence-based research and best practices.
  - (c) For applications that include high school; describe activities, strategies, and coordination of the NH's High School Extended Learning Opportunities (ELOs). Describe the guidelines to a program that includes credit bearing ELOs and non-credit programming.
10. Describe how youth voice will be included in the ongoing development of the project.
- (a) Include strategies that will be made to ensure programming is student-centered and every participant has opportunities for high level of engagement.
  - (b) Include these activities in the one-year timeline in the Program Management section.
11. Describe how families will be engaged to support the students being served to include ongoing regular communication and opportunities for literacy and related educational activities. Family engagement should be collaborative, interactive, and embedded throughout the program.
- (a) Describe how the program will create a welcoming environment for families. The program environment should reflect respect for families and community connections for families. In addition, program policies and procedures should be responsive to the needs of students and their families.
  - (b) Identify the Family Literacy or education programs to be offered, how often and why the programs were chosen. Include these activities in the one-year timeline in the Program Management section.
  - (c) Describe proposed methods of communication with families and how parent input will be solicited and included in the ongoing development of the project. Also, include these activities in the one-year timeline in the Program Management section below. If needed, how will staff communicate with families with limited English skills?
12. Complete a "Schedule of Operations" form (found in Appendix D) for each proposed site. If the schedule is the same for each site, you may use one form to include all sites.

### **Adequacy of Resources: 10 points**

#### **Instructions**

1. Describe the staffing for proposed programs and services, including the student-to-staff ratios. May include an organizational chart and include which staff will be responsible for the required 21<sup>st</sup> CCLC roles. For every six (6) sites, it is required to budget for a full-time program director and additional staff to support the program needs. Site-based coordination within multi-site projects is required.
2. Include job descriptions and credentials of key staff in an appendix to your proposal. Academic assistance activities are required to be offered by a certified teacher or paraprofessional. If your application includes high school, state who will coordinate and administrate the credit bearing Extended Learning Opportunities (ELOs) and non-credit programming.

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3. Describe how staff will be selected and supervised. If volunteers are used, describe how the organization will encourage and use appropriately qualified persons to support proposed activities, including how senior citizens will be used to support activities, if applicable. Describe the structure, qualifications and attributes that will be required.
4. Before starting to work in the 21st CCLC program, all staff working with students must have relevant clearances as required under federal and state statute. Describe how the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with students.
5. Explain how specific organizational leadership supports the organization and partnerships to assure project success. Describe expectations that will be set by leadership with regards to lesson planning, course development, pedagogy, and integration.
6. Describe the types of professional development that will be provided to staff implementing the strategies/activities which are likely to result in high-quality program implementation. Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.

### **Program Management Plan: 10 points**

#### **Instructions**

1. Include a one-year timeline for program implementation and continued planning as an attachment.  
Include: youth voice, parent input, community input, family literacy, professional development, and evaluation activities from corresponding sections.
2. Describe the structure and process that includes clear, ongoing communication and linkage with all stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.). For applications that include high school, please attach the School Board policy for ELO. If an ELO policy has not yet been adopted, please provide a description of the timeline and process for implementation.
3. Describe the plan to disseminate information about your program including it's; explanation of what 21<sup>st</sup> CCLC is, 21<sup>st</sup> CCLC logo, name, location, etc. to the community in an ongoing manner that is understandable and accessible. If materials need to be translated, describe how this will be accomplished.

### **Project Evaluation: 20 points**

#### **Instructions**

1. Complete GPRA Measures template (Appendix E); how you will achieve the set State goals and what your expected outcomes will be.
2. Identify who will be responsible for data compilation and analysis.
3. Describe how the project will use best practices to influence positive student outcomes, including research and evidence-based practices, to provide educational and related activities complementing and enhance academic performance in state assessments

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(NHSAS), grade point average, school day attendance, teacher-reported behaviors, and student engagement in learning.

4. Describe how the evaluation information will be used to provide feedback to project staff and stakeholders, and to inform future project direction.
5. Describe the system being developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to the Family Educational Rights and Privacy Act (FERPA). This information is also required to be put within the memorandum of understanding (MOU) with the school district or within a detailed communication plan for data sharing.
6. **Current subgrantees** include a summary of any evaluation studies, reports or research from your program or partners documenting evidence of previous success, promise of success and effectiveness of the proposed activities/services. Provide documentation that shows the learning or progress was shared with the public.

### **Budget/Budget Narrative: 10 points**

#### **Instructions**

1. Attach a detailed budget spreadsheet (Appendix C) with two sheets; one for summer programming and one for the school year itemizing how the grant funds will be used per grant, as well as any leveraged funds you plan to collect and program income.

If you plan to collect program income, fill out the USED Program Income Questionnaire (Appendix G) to obtain prior approval from the USED in accordance with Uniform Guidance §200.307.

### **Collaboration, Partnerships, Advisory Board, and Sustainability: 10 points**

#### **Instructions**

1. Attach a letter of support from the principal(s).
2. Describe the extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population. List established partner(s) and indicate the role and capacity of each partnering organization.
3. Include a signed MOU for each partner, signed by the principal of the school being served, as well as the Superintendent. (A sample MOU template is included in Appendix F).
4. Include a list of advisory members and describe how each of their roles represent the diverse needs of community. Describe how the advisory board meetings will take place a minimum of three (3) times each school year.
5. Include a sustainability plan and describe how the plan offers viable opportunities for continued sustainability (diverse resources & funding).

**Current subgrantees** discuss what steps for sustainability have been initiated for each year of the last five (5) years of the grant; show evidence of partnerships/collaboration that has been made and show documentation (reflected in budget) of support and

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funding, if applicable. This can include other grants (state what grants were written and if funded), in-kind support, school district funding (Title I, etc.), 21st CCLC champions/supporters, special events, fees, and any other resources to support the program.

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