



New Hampshire | LIVE FREE AND LEARN

Department of Education

Nita M. Lowey 21st Century Community Learning Centers Program Title IV, Part B Request for Application (RFA) 2024-2025

Release Date: February 1, 2024

Application Deadline: March 28, 2024

Supporting Document: **21st CCLC Grantee Guidance 2024-2025**

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Grant Information

The New Hampshire Department of Education's (NHED) Bureau of Instructional Support is pleased to administer the Nita M. Lowey 21st Century Community Learning Centers Program (21st CCLC) Title IV, Part B grant.

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This application contains required information and eligibility requirements for entities applying for a grant under this program.

Funding

Authority

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 ESSA includes provisions to ensure success for students and schools including advancing equity by upholding critical protections for America's disadvantaged and high-need students.

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

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.

Purpose

Under ESSA, the 21st CCLC program supports the creation of community learning centers offering a safe learning environment to students during non-school hours to reinforce and complement their regular academic program.

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:

1. 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 state and local academic subjects, as well as to meet the challenging State academic standards.
2. 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

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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.

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

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

Services are targeted to student academic needs and are aligned with school day instruction in the areas of:

- Science, Technology, Engineering, and Mathematics (STEM) - activities contributing to the development of science, technology, engineering, or mathematics skills.
- Literacy Education - activities contributing to the development and enjoyment of reading and writing skills.
- Academic Enrichment - activities that provide direct support in the completion of homework, if a district does not give homework an alternate academic enrichment activity is required in the absence of homework, and tutoring activities providing direct support in core academic subjects.
- Activities for English Learners - activities that provides direct support to students classified as English language learners (ELLs).
- Well-rounded Education Activities - courses, activities, and programming in entrepreneurship, arts and music, community/service learning, youth leadership, etc.
- Assistance to Students who have been Truant, Suspended, or Expelled - providing support services to help decrease in-school suspensions.

Number and Duration of Awards

Awards are distributed on a competitive basis and the award amount will be based on the number of qualifying proposals received and the United States Education Department (USED) funding availability. The NHED will not obligate grant funds until USED funds are appropriated and the NHED has received its federal award notification from the USED. The requested total amount of funds may not reflect the final amount approved. The New Hampshire Commissioner of Education has final funding approval for competitive grants. At no time may subgrant awards amount to less than \$50,000 per fiscal year.

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.

Approved subgrantees will be 100% funded for the first three (3) years of an award. Subgrantees will have the opportunity to receive continued funding for an additional two (2) years based on funding availability and demonstrated successful progress towards Government Performance Results Act (GPRA) measures.

Grants are awarded for five (5) consecutive fiscal years, for example:

July 1, 2024, to June 30, 2025

July 1, 2025, to June 30, 2026

July 1, 2026, to June 30, 2027

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July 1, 2027, to June 30, 2028

July 1, 2028, to June 30, 2029

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

Beginning in the 2024-2025 award year, 21st CCLC grants will be applied for and awarded at the site-level in place of historical district-level awards. Individual applications must be submitted for each proposed 21st CCLC site.

Priorities

There are Absolute and Competitive Priorities for the 21st CCLC grant. Absolute Priorities are those priorities that must be addressed by all proposals; failure to do so will disqualify a proposal from consideration. Competitive Priorities are optional, and if addressed, may earn additional points as described below.

Absolute Priorities

Under [Section 4204\(i\) of the ESSA](#), the State must give priority to applications proposing to:

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

1. Evidence that the application targets middle school or high school students and/or,
2. Be a first time (new) grant applicant and/or,
3. Partner with or provide career exploratory activities and/or,
 - a. 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.
4. Partner with or provide work-based learning (WBL) for students.
 - 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.
 - b. 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.

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Grant Eligibility

Organizational Eligibility

Eligible applicants for 21st CCLC funds must be a collaboration between a school 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. 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 higher education institutions.

All entities, businesses, or individuals who received Federal Funds through a contract must have a Unique Entity Identification Number (UEI#). The Federal government replaced DUNS numbers with UEI#s starting April 4, 2022. To obtain a UEI#, visit SAM.gov to register your entity.

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

Each site is required to regularly service a minimum of 50 students. [The Wallace Foundation Out-of-School Time Cost Calculator](#) should be used as a comparison tool to help applicants plan how much funding is needed to run a successful program. NHED will use the same tool to assess each requested budget. Each applicant must attach Wallace Foundation Out-of-School Time Cost calculations (see checklist in Appendix A) for both school year and summer programming.

Community and Faith Based Organizations

If a CBO or FBO applies as the lead fiscal agent and is recommended for funding, additional information will be requested for submission through Governor and Council for final approval contracting as a subrecipient of Federal funds. CBO or FBO awards are pending this approval.

Governor and Council Items:

1. P-37 Checklist (Fill out boxes 1-26 only)
2. Governor & Council letter
3. Bid Summary Scoring Sheet
4. P-37 Contract
5. Exhibits or any revised Exhibits A-C (for original or amendment) and any additional Exhibits required by Federal or other regulations (exhibits D-G)
6. Certificate of Good Standing - Out of state non-profit must show good standing in home state
7. Certificate of Vote
8. Certificate of Insurance (General Liability)
9. Certificate of Worker's Compensation
10. Mission Statement (All non-profit agencies)
11. Most Recent Audited Financial Statement (All non-profit agencies)
12. Board of Directors Names and Affiliations (All non-profit agencies)
13. Resumes of Key Personnel (All non-profit agencies)
14. Key Personnel Sheet: Names Annual Salary & amount of salary paid by contract (All non-profit agencies)

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Student Population Eligibility

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 21st CCLC programs is:

1. Under section 1114 - *Students who primarily attend schools eligible for schoolwide programs and the families of such students; or*
2. 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*
3. 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.*

Eligible Activities

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 range of teaching modalities (e.g., instruction, hands-on, free exploration) designed to reinforce and complement regular academic programming through providing activities that significantly, or are likely to, increase improvement of academic outcomes of participating students.

Eligible subgrantees are required to provide an:

1. academic enrichment component for all students; and
2. an enrichment component for all students; and
3. family engagement activities for the family members of participating students.

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

[ESSA Sec. 4205\(a\)](#) identifies the approved activities for a 21st CCLC program:

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;*

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- 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.).*

Application Timelines and Process

2024 Timeline of Events

Date	Task
February 1	2024-2025 RFA posted to NHED website, accompanied by the 21st CCLC Grantee Guidance 2024-2025
February 22	Questions about RFA are due to NHED by 3:00pm ET
February 28	Frequently asked questions (FAQ) and responses are posted on NHED website
March 28	Applications due to NHED by 3:00pm ET
March 28 – May 2	Peer review of applications (tentative dates)
May 20	21st CCLC grant award notifications will be sent (tentative date)
July 1	Awards commence

Application Contents and Requirements

An electronic (email) submission of a complete application, in one PDF, must be received by the deadline established. If your PDF is too large for a single email, you may divide the RFA into multiple files. Files should be clearly titled, for example: *School or Organization Name, District Name, Sec 1 of 3.*

Applications must be submitted to the 21st CCLC State Office by 3:00 pm ET on March 28, 2024.

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Email applications to Whitney McVeigh, Title IV, Part B Education Consultant at Whitney.R.McVeigh@doe.nh.gov

Frequently Asked Questions

All questions must be submitted to Whitney McVeigh at Whitney.R.McVeigh@doe.nh.gov on or before February 22, 2024, by 3:00 p.m. ET in order to be included in the updated FAQ sheet made available on the NHED website on February 28, 2024.

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 Rubric, available on the [NHED website](#).

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

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

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

Grant Award Decisions and Disposition of Proposals

The content of each proposal shall become public information upon the award of any resulting contract. Any information submitted as part of a response to this RFA may be subject to public disclosure under RSA 91-A. In addition, in accordance with RSA 9-F:1, any contract entered 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 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

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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 76.401, 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 21st 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 21st 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 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

Guidelines and Requirements

Each 21st CCLC program 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 this process to complete your scope of work narrative:

1. Each section is referenced within the 21st CCLC Grantee Guidance 2024-2025 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, as applicable.
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 format.

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5. Scope of work narratives must not exceed 30 single-sided pages, double-spaced in 12-point font.
6. Up to an additional 10 single-sided pages of supporting documents referenced and clearly labeled may be included, in addition to the appendices, if necessary.

Scoring Criteria

CATEGORY	MAX POINTS
Abstract	2
Planning Process	6
Need for Project	10
Program Design	26
Adequacy of Resources	12
Program Management Plan	12
Project Evaluation	20
Budget	4
Collaboration, Partnerships, Advisory Board, and Sustainability	8
TOTAL	100
Priority Points	20
TOTAL WITH PRIORITY POINTS	120

A detailed scoring rubric is available on [NHED’s Title IV, Part B website](#), titled Appendix H – RFA Scoring Rubric.

Outline

Abstract

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 name and location of the school 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

1. Describe how the community was provided with notice of intent to apply.
2. 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.
3. Describe how non-public schools were consulted while developing the program design. An application for a subgrantee shall consult with appropriate representatives of students enrolled in non-public schools during all phases of the development and design of the project covered by the application, including consideration of:
 4. Which students will receive benefits under the project,
 5. How the student’s needs will be identified,
 6. What benefits will be provided,
 7. How the benefits will be provided; and
 8. How the project will be evaluated.

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9. 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 non-public schools in your school district, please state this.

Need for Project

1. Describe the community and why the proposed program is appropriate for the community and target population. Cite specific and relevant sources of data and compare local data to county and/or state figures when possible.
2. Describe how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources. Illustrate community support through collaboration with school(s), community, parents, and students to overcome the need.
3. Provide needs factors that place students at risk of educational failure: poverty rates in the communities to be served, 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

1. Describe how the program improves 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. Describe 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 Plans (IEPs), and/or 504 plans, including how the program ensures the specific requirements of each student's IEP/504 is/are implemented in the program.
4. Describe how the program will accommodate students and families whom English is a second language.
5. Describe how the LEA will ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs?
6. Describe how the target student population will be identified, how the selection will occur, and how invitations will be extended. Include 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) policy and procedures that will be followed for programing. Programs should use the target population's school plan as a guide.
8. Describe how the students will travel from the school to the program and from the program to their homes. If transportation is provided by the program, the plan should describe what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained, and screened.

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9. Describe plans to monitor attendance, including how the program manages student absences from school, early dismissal, and the procedure for notifying parents/guardians when students are absent from program. Current subgrantees, use the provided table 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.
10. Describe the specific program activities, how they link to the needs identified in the Need for Project section, how they contribute to grade-level academic achievement and youth development, and how they fit within your Schedule of Operations (Appendix D).
 - Include how the activities are expected to improve student learning, including learning outcomes in content areas in support of transferable skills.
 - Reference evidence-based research and best practices.
11. High school-level program, describe activities, strategies, and coordination of the NH's High School Extended Learning Opportunities (ELOs). Describe the guidelines to a program menu that includes credit bearing ELOs and non-credit programming.
12. Describe how youth voice will be included in the ongoing development of the project. Include strategies that will be used to ensure programming is student-centered and every participant has opportunities for high level of engagement.
13. Describe the collaborative, interactive, and on-going family engagement opportunities that are built into the program to support literacy and related educational activities.
 - 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.
 - 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.
 - 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?
14. Complete a "Schedule of Operations" form (found in Appendix D) to outline the expected schedule of both the school year and summer programs.

Adequacy of Resources

1. Describe proposed staffing for programs and services, including the student-to-staff ratios. Include an organizational chart and denote which staff will be responsible for the required 21st CCLC roles. High school-level program, identify who will coordinate and administer the credit bearing ELOs and non-credit programming.
2. Include job descriptions and required credentials of key staff as an attachment to the proposal. Academic assistance activities are required to be offered by a certified teacher or paraprofessional.
3. Describe how staff will be selected and supervised, including the process, qualifications, and attributes that will be required. If volunteers are used, describe how the organization will source appropriately qualified persons to support proposed activities, including how senior citizens will be used to support activities, if applicable.
4. Describe the staff/volunteer screening process (background checks and/or fingerprinting) for anyone working directly with students.

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5. Explain how specific leadership roles will support the organization and partnerships to assure project success. Include expectations that will be set by leadership regarding lesson planning, course development, pedagogy, and integration.
6. Describe the types of professional development that will be provided to staff creating and facilitating activities to promote a high-quality program implementation, how new staff will be trained during the program year, and how the professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.

Program Management Plan

1. Attach a one-year timeline for program implementation and continued planning. Include: youth voice, parent input, community input, family literacy, professional development, and evaluation activities from corresponding sections.
2. Describe the program's communication plan to facilitate clear, ongoing, two-way communication with stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.). For high school-level programs, attach the School Board policy for ELO. If an ELO policy has not yet been adopted, provide a description of the timeline and process for creation/implementation.
3. Explain plans to regularly disseminate clear and accessible information about the program to the community, including an explanation of what 21st CCLC is, the 21st CCLC logo, program name, location, etc. If materials need to be translated, describe the process.

Project Evaluation

1. Complete GPRA Measures template (Appendix E) defining how the program will meet State goals.
2. Explain how the program will influence positive student outcomes, using research and evidence-based practices, in the areas of academic performance in state assessments (NHSAS), grade point average, school day attendance, teacher-reported behaviors, and student engagement in learning.
3. Describe how program activities will meet the measures of effectiveness described in [ESSA section 4205\(b\)](#).
4. Identify who is responsible for data collection and analysis. Describe how evaluation information will be used to provide feedback to project staff and stakeholders and to inform future project direction.
5. 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.
6. Describe the system developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to Family Educational Rights and Privacy Act (FERPA) guidelines. 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.

Budget

1. Complete two budget spreadsheets (Appendix C), one for summer programming and one for school year programming, itemizing how grant funds, any planned leveraged funds, and program income will be used. If you plan to or currently collect program income, complete the USED Program Income Questionnaire (Appendix G) to obtain prior approval from the USED in accordance with Uniform Guidance §200.307.

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Collaboration, Partnerships, Advisory Board, and Sustainability

1. Attach a letter of support from the school 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 an MOU for each partner, signed by the principal and superintendent of the school being served. A sample MOU template is included in Appendix F.
4. Include a list of advisory members and describe how their roles represent the diverse needs of community being served. Define when triannual advisory board meetings will take place.
5. Include a sustainability plan describing viable opportunities for continued program sustainability (diverse resources & funding). Current subgrantees, explain 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 funding, if applicable.

Appendices

APPENDIX A	Application Checklist
APPENDIX B	Application Cover Page
APPENDIX C	Annual Proposed Budgets
APPENDIX D	Schedule of Operations
APPENDIX E	GPRA Measures
APPENDIX F	Sample 21 st CCLC Memorandum of Understanding
APPENDIX G	USED Program Income Questionnaire
APPENDIX H	RFA Scoring Rubric

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