



RFP 2019-05
Appendix B – SCOPE OF WORK

Delaware
21st Century Community Learning Centers
2019 Subgrant Application
Cohort 17

Program Title

School Partner
Lead Person
Title
LEA Name
Address

Phone Number
Email

Delaware 21st Century Community Learning Centers
2019 – 2020 Subgrant Application Cohort 17

Community Partner(s)
Lead Person
Title
Partner Agency Name

Address
Phone Number
Email

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Total of 225 points

Section 1 Executive Summary	3 points
Section 2 Application Information	0 points
Basic Information	
Center Information	
Center Operation	
Priorities	
Section 3 Collaboration and Partnerships	12 points
Collaboration and Partnership Questions	
Collaboration and Partnerships Responsibility Checklist	
Collaboration and Partnerships Form	
Attachment:	
<i>Memorandum(a) of Understanding (MOU)</i>	3 points
Section 4: Program Management	42 points
Agency Background and Capacity	
Management and Organizational Structure	
Program Communication	
Personnel	
Participant Recruitment, Enrollment, Attendance, Behavior, and Discipline Policies	
Equitable Access and Transportation	
Non-Public Schools	
Office of Childcare Licensing	
Attachment:	
<i>Nonpublic School Intent to Participate Letter(s)</i>	0 points

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Section 5 Program Design	81 points
Needs Assessment	
Goals, Objectives, and Strategies – Goal #1 - School Year	
Goals, Objectives, and Strategies – Goal #1 - Summer	
Goals, Objectives, and Strategies – Goal #2 - School Year	
Goals, Objectives, and Strategies – Goal #2 - Summer	
Goals, Objectives, and Strategies – Goal #3 - School Year	
Goals, Objectives, and Strategies – Goal #3 - Summer	
Section 6 Program Delivery	45 points
Youth Development Practices	
School Year Program Schedule	
Summer Program Schedule	
Section 7 Evaluation Plan	15 points
Section 8 Fiscal Management, Budget, and Sustainability	12 points
DDOE Sub-subgrant Application Form	0 points
DDOE FFATA Data Collection Form	0 points
Attachment:	
<i>Budget Pages</i>	<i>12 points</i>
Section 9 Assurances, Certifications, and Signatures	0 points

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Introduction

Overview

The purpose of the 21st Century Community Learning Centers (21st CCLC) program is to establish or expand community learning centers that provide students with enrichment opportunities during those times school is not in session. 21st CCLC centers can be located in elementary or secondary schools or other similarly accessible community facilities. 21st CCLC must provide a range of high quality services to support student learning and development. These services may include tutoring and mentoring, homework help, academic enrichment, music, arts, sports, cultural activities, and community service opportunities. At the same time 21st CCLC centers must serve the families of participating students through family literacy programs.

Authorized under Elementary and Secondary Education Act (ESEA), as amended Title IV Part B, the program's specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low performing schools, to meet state and local student achievement standards in core academic subjects, such as reading and mathematics.
- Offer students a broad array of additional services, programs and activities such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation, technology education program and character education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer opportunities for literacy and related educational development to families of participating students.

Eligible entities must collaborate with Local Education Agencies (LEAs) when applying for funds. It should also be noted that this subgrant is intended to be written in collaboration with partners. Partnering schools and other agencies are to be included in the implementation discussion.

Eligible Applicants

This competition is open to local school systems, interagency, interdepartmental, community and faith-based or other private or public organizations, or a consortium of two or more of the aforementioned, proposing to provide services to students, and families of students, who primarily attend schools eligible for Title I schoolwide programs or schools that serve a high percentage of students from low-income families. The list of eligible public schools can be found on the 21st CCLC website.

Subgrant Awards

Subgrant awards are made for up to five consecutive years; however, the continuation of the awards beyond the first year are contingent upon satisfactory progress toward achieving goals and objectives and availability of federal funds. Federal requirements mandate a minimum subgrant contract award of \$50,000 annually. All application proposals must contain a strong justification for the amount of funds being requested and must show the costs are reasonable and necessary to carry out the program's purposes. The Delaware Department of Education reserves the right to negotiate subgrant award amounts with all sub-grantees. 21st CCLC funds may supplement but NOT SUPPLANT existing funding or programs.

In Delaware, there is no renewability of 21st CCLC awards past the five years. Previous subgrantees are encouraged to reapply through the annual cohort competition process.

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The amount of subgrant award will be based on projected average daily attendance figures and the tables below:

Full Year programs (Summer and School Year), minimum 150 sessions, 360 hours:

Subgrant Request	Projected Average Daily Attendance
\$240,000	75 – 99 students
\$320,000	100 – 124 students
\$400,000	125+ students

Any subsequent years of the subgrant award will be based on actual average daily attendance figures. This may alter or terminate the amount of the subgrant award. The funding table may change from year-to-year, based on available funds provided to the state.

Measures of Effectiveness

The U.S. Department of Education requires the following programming principles are utilized by all 21st CCLC sites. Therefore, the Delaware Department of Education’s 21st CCLC Application has been designed to include processes that implement the following guidelines:

- provides an assessment of objective data about community needs for the activity;
- uses performance measures established by the local district/school/community;
- uses scientifically-based research that provides evidence that the program or activity will be effective or innovative with the likelihood of success; and
- provides periodic evaluation of the results used to improve the program or activity.

Ideally, each program or activity shall—

- be based upon an assessment of objective data regarding the need for before and after school (or summer recess) 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 the program or activity will help students meet the State 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.

High Quality Program Characteristics

Researchers and afterschool practitioners have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage youth. They have demonstrated that programs designed to meet the particular needs of the communities they serve are the most effective. According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart After School Programs*, nine components are generally present in high quality afterschool programs. These include:

- Goal setting and strong management;

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- Quality afterschool staffing-volunteers and regular staff;
- Low staff/student ratios;
- Attention to safety, health and nutrition issues;
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement and youth groups;
- Strong involvement of families in program development, implementation and improvement;
- Coordinated learning with the regular school day;
- Linkages between school-day teachers and afterschool personnel; and
- Regular evaluation of progress and effectiveness for program improvement.

Allowable Activities

Each applicant that receives an award may use the funds to carry out a broad array of high quality before and after school activities (or activities during other times when school is not in session) that advance student academic achievement and support student success, including:

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with academic standards and curricula that are designed to improve student academic achievement;
- 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;
- 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 STEM - science, technology, engineering, and mathematics, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- programs that partner with in-demand fields of the local workforce or build career competencies and career readiness

Reports

Subgrantees will be required to submit the following:

- Start-up report 45 days after the subgrant award date;

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- Annual expenditure report 45 days after the end of the project budget period. A final report of expenditures will be required within 45 days of the subgrant ending date each year. If the subgrantee is not part of the First State Financial (FSF), Quarterly Financial Reports must also be submitted.
- Annual federal performance report entered in the Federal database system.
- Annual Evaluation Report included with each year 21st CCLC Continuation Plan. A final Evaluation Report will be required within 45 days of the subgrant ending date each year.
- Report any circumstance that may jeopardize the continued operation of the program, including financial difficulty. In the event that the subgrantee is unable to continue operation of the program any property purchased with 21st CCLC funds shall be returned to DDOE.

Application Process

To be considered, all applications must be submitted in writing and respond to the items outlined in the RFP. The State reserves the right to reject any non-responsive or non-conforming applications. Each application must be submitted with three (3) paper copies and three (3) electronic copies on CD or DVD media disk, or USB memory drive.

Applications submitted in response to this RFP should be prepared and submitted in accordance with the following guidelines:

- Typewritten;
- Twelve-point font, using an easy-to-read font such as Arial, Times New Roman, etc.;
- Charts and graphs may be single spaced and use no smaller than 10-point type;
- Do not attach additional pages or information not requested in the application;
- Stapled (do not use binders or folders when submitting application).

All properly sealed and marked applications are to be sent to DDOE and received no later than **2:00 PM** (Local Time) on **January 9, 2019**. The applications may be delivered by Express Delivery (e.g., FedEx, UPS, etc.), US Mail, or by hand to:

Meaghan Brennan
Education Associate, Financial Reporting and Contracting
Delaware Department of Education
401 Federal St, Ste. 2
Dover, DE 19901

Vendors are directed to clearly print "**BID ENCLOSED**" and "**RFP # DOE – 2019-05 – 21st Century Community Learning Centers**" on the outside of the bid submission package.

Any application submitted by US Mail shall be sent by either certified or registered mail. Applications must be received at the above address no later than **2:00 PM** (Local Time) on **January 9, 2019**. Any application received after this date shall not be considered and shall be returned unopened. The proposing vendor bears the risk of delays in delivery. The contents of any application shall not be disclosed as to be made available to competing entities during the negotiation process.

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Applications will be reviewed as submitted with no late revisions accepted. Incomplete applications will not be reviewed or considered for funding.

Where to Obtain Assistance:

The instructions contained in these materials are issued by the Delaware Department of Education, which is the sole point of contact in the state for this program. All requests, questions, or other communications about this RFP shall be made in writing to the State of Delaware. Address all communications to the person listed below; communications made to other State of Delaware personnel or attempting to ask questions by phone or in person will not be allowed or recognized as valid and may disqualify the vendor. Vendors should rely only on written statements issued by the RFP designated contact.

Meaghan Brennan
Education Associate, Financial Reporting and Contracting
Delaware Department of Education
401 Federal St, Ste 2
Dover, DE 19901
Email: Meaghan.Brennan@doe.k12.de.us

The 21st CCLC subgrant application and budget workbook are available in electronic format on the Department of Education's 21st CCLC website.

Awards Final

Decisions regarding applications selected for award are final.

Application Review Process

The review of applications will be a two-part process:

Pre-review

- Applications shall be submitted by the required deadline. Late applications or faxed applications **will not** be reviewed. Written applications shall be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all submission requirements **will not** be reviewed.
- Applications will be screened for completeness and adherence to application and program requirements.

Review

Eligible applications will then be reviewed and scored by peer reviewers using the 21st CCLC scoring rubric included in the application package. Prospective applications must have a minimum of 191 points (after the multiplier for summer and school-year only programs). Statistical analysis of peer review scores will be completed and successful applications are determined based on score ranking and available funds.

The peer reviewers will be comprised of persons with experience in such areas as out-of-school programs, reading/language arts, mathematics, and strategies to improve the success of at-risk students or school improvement.

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Peer reviewers will attend a training session prior to reviewing the applications. Persons involved in the development of an application or associated with a district or agency submitting an application will not serve as reviewers.

Non-Discrimination Statement:

The Delaware Department of Education is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran's status in employment, or its programs and activities. Inquiries regarding nondiscrimination policies should be directed to: Human Resource Officer; Human Resource Office; Delaware Department of Education; 401 Federal Street, Suite 2; Dover, DE 19901. (302) 735-4030 doehr@doe.k12.de.us

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Scoring Sheet

Application #: _____ Requested Funding: \$ _____

Applicant Agency: _____

School(s): _____

If any of the below sections are missing and /or the participant’s feeder school has a poverty level lower than 40%, application will not be reviewed.

Overall Scoring Chart		
<i>Project Sections</i>	<i>Maximum Points</i>	<i>Reviewer Score</i>
Section 1: Executive Summary	3	
Section 3: Collaboration and Partnerships	12	
Section 4: Program Management	42	
Section 5: Program Design	81	
Section 6: Program Delivery	45	
Section 7: Evaluation Plan	15	
Section 8: Fiscal Management, Budget, and Sustainability	12	
Attachment: Memorandum(a) of Understanding (MOU)	3	
Attachment: Budget Pages	12	
Total Points	225	

Applicants must have scored a minimum of **180** (or 80% of) total points to be considered for funding.

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Competitive Priorities Scoring Chart	Points	Score
The application primarily serves students who attend schools that are eligible as Title I schoolwide programs (40% or higher poverty level, based on the Expanded Poverty definition)	Must have but 0 points	0
The application reflects opportunities for families to actively and meaningfully engage in their children’s education (A component of this may include family member and caregiver literacy programs)	20	
The application serves students who attend schools identified as “TSI – Targeted Support and Improvement Schools” or “CSI – Comprehensive Support and Improvement Schools” per Delaware’s State Plan under ESSA	20	
The application is submitted jointly by an LEA receiving funds under Title I AND at least one community-based organization	20	
Middle and/or high school programs for students in grades 7 through 12 (Other grades in the middle school configuration may also be included)	20	
Programs targeted to students in the Appoquinimink, Brandywine, Caesar Rodney, Cape Henlopen, Christina, Colonial, Delmar, Laurel, Seaford, and/or Smyrna School District’s geographic areas (to continue to offer geographical diversity to Delaware’s 21 st CCLC program)	15	
The application targets populations not currently being served in 21 st CCLC before or after school programs either as the sole targeted group or as part of the targeted population, including students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models	15	
Programs that propose to have a cost per student that is \$2,300 or less	10	
Programs that propose activities that are not currently accessible or would expand accessibility to participating students	5	
Programs that propose to go above the minimum number of weeks	5	
Programs that propose to go above the minimum number of days per week	5	
Programs that propose to go above the minimum number of hours per session	5	
Programs that propose to go above the minimum number of sessions	5	
Total Points	145	

Deduction Points for Current or Past Grantee	Points	Score
Site observation citations regarding program quality	-10	
Lack of program sustainability	-10	
Delay in starting the program	-10	
Low enrollment and/or attendance	-10	
Money returned and/or inappropriately spent	-10	
Total Deduction Points	-50	

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Section I: Executive Summary

3 points

This information will be used to inform the public, including families, caregivers, students, school and program staff, the community and other stakeholders about this 21st CCLC subgrant application.

Briefly describe a high-level overview of the impact of the program, including:

- what this 21st CCLC program does (its mission and vision) for students, families, and the school(s);
- goals, intended outcomes, and any measurable results that show positive results;
- what makes this 21st CCLC program unique, including particular design elements, objectives, activities, and the services this 21st CCLC provides; and
- other notable characteristics of this 21st CCLC program.

This is the 30-second “elevator pitch speech” that one would use to inform potential supporters about this 21st CCLC program. This executive brief should be interesting, memorable, and succinct. It should explain what makes this program unique. It should reflect the enthusiasm and energy the staff and participants share about this 21st CCLC program.

One page limit for this section

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Executive Summary	The Executive Summary does not include key pieces of the program (including location(s) and implementation timeframe) and/or goals and may also describe content not seen elsewhere or in direct conflict with what is in the plan. It is over one page in length.	The Executive Summary includes information on the program’s mission, vision, unique characteristics, and goals, but key information is missing. It is not interesting, memorable, or succinct. It is one page or less in length.	The Executive Summary includes all key programmatic pieces (including mission, vision, unique characteristics, goals, etc. It is somewhat interesting, memorable, and succinct. It is one page or less in length.	“Good” criteria and: The Executive Summary paints a clear picture of intended participant outcomes. It is thoroughly interesting, memorable, and succinct. It is one page or less in length.

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Section 2 – Application Information

Basic Information		
Status Lead Agency and Fiscal Agent (please check)		
<input type="checkbox"/> School District	<input type="checkbox"/> Private Non-Profit Agency	<input type="checkbox"/> Private For-Profit Agency
<input type="checkbox"/> Faith-Based Agency	<input type="checkbox"/> Other (please explain):	
Lead Agency and Fiscal Agent:		
Address:		
City, State:		Zip:
Telephone Number:		Fax Number:
E-mail Address:		
Federal Employee ID #:		Child Care License # (unless exempt school):
Past Or Current 21 st CCLC Subgrantee <input type="checkbox"/> Yes <input type="checkbox"/> No		
Program Director:		Telephone Number:
E-mail Address:		Fax Number:
Subgrant Start Date: May 1, 2019	Subgrant End Date: November 30, 2020	Amount Requested: \$
Anticipated School Year Enrollment:		Anticipated Summer Enrollment:
Anticipated Average Daily School Year Attendance:		Anticipated Average Daily Summer Attendance:
Anticipated total unduplicated number of students to be served 2019 – 2020 (30 days or more):		
Total Cost Per Student Per Year: \$		
List the school district(s) this program primarily will serve:	Please check as many as apply: <input type="checkbox"/> Establishment of a new program <input type="checkbox"/> Expansion of an existing program <input type="checkbox"/> Current 21st CCLC Subgrantee <input type="checkbox"/> New 21 st CCLC Subgrantee	
Check the county(ies) this program primarily will serve: <input type="checkbox"/> New Castle <input type="checkbox"/> Kent <input type="checkbox"/> Sussex		
Activities will primarily serve students and/or their families attending schools with at least a 40% poverty rate	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Application reflects a partnership between school/school district and community agency	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assurances have been signed as required	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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Section 2: Application Information
Center Information – SCHOOL YEAR

Center Name (where services are provided)	Number of Students Served by Center Site	School Building(s) and District of Target Student Population	Targeted Student Population - Grade Levels and Subgroups	School Building Principal Printed Name and Signature*
	Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	
	Average Daily Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	
	Average Daily Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	
	Average Daily Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	
	Average Daily Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	

*Must have live signature

If space is needed to list more than 5 participating centers/ school, use additional copies of this page

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Center Information – SUMMER

Center Name (where services are provided)	Number of Students Served by Center Site	School Building(s) and District of Target Student Population	Targeted Student Population - Grade Levels and Subgroups	School Building Principal Printed Name and Signature*
	Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	
	Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	
	Average Daily Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	
	Average Daily Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	
	Average Daily Enrollment:	Building:	Grade Levels:	
	Average Daily Attendance:	District:	Subgroups:	

*Must have live signature

If space is needed to list more than 5 participating centers/ school, use additional copies of this page

Services to be provided: *(check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Adult Family Member Involvement and Literacy | <input type="checkbox"/> Community Service |
| <input type="checkbox"/> Attendance Recovery | <input type="checkbox"/> Cultural Activities/Social Studies |
| <input type="checkbox"/> Counseling Services | <input type="checkbox"/> Drug and Violence Prevention |
| <input type="checkbox"/> Dance/Drama/Fine Arts/Music | <input type="checkbox"/> Expanded Library Services |
| <input type="checkbox"/> Entrepreneurial Activities | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Health, Nutrition, Wellness | <input type="checkbox"/> Physical Fitness, Recreation, Sports |
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> STEM-Science, Technology, Engineering, and Math |
| <input type="checkbox"/> Reading/Literacy/Language Arts | <input type="checkbox"/> Youth Development/Character Education |
| <input type="checkbox"/> Tutoring | |
| <input type="checkbox"/> Other –explain: | |

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Section 2: Application Information
Center Operation

Before-School Program			
Grade Level:			
Number of Weeks:	Days per Week:	Hours/Session:	Total Hours of Operation:
Number Paid Staff:	Number of Volunteers:	Number of Sessions:	
Afterschool Program			
Grade Level:			
Number of Weeks*:	Days per Week: <i>(Minimum of 4):</i>	Hours/Session: <i>(Minimum of 2):</i>	Total Hours of Operation*:
Number Paid Staff:	Number of Volunteers:	Number of Sessions*:	
Summer Program			
Grade Level:			
Number of Weeks*: <i>(Minimum of 4):</i>	Days per Week <i>(Minimum of 4):</i>	Hours/Session <i>(Minimum of 3):</i>	Total Hours of Operation*:
Number Paid Staff:	Number of Volunteers:	Number of Sessions*:	
Weekend Program			
Grade Level:			
Number of Weeks:	Days per Week:	Hours/Session:	Total Hours of Operation:
Number Paid Staff:	Number of Volunteers:	Number of Sessions:	
Total			
Total Number of Weeks*: <i>(Minimum of 37):</i>		Grand Total Number of Hours of Operation*: <i>(Minimum of 360):</i> _____	
Total Number of Sessions*: <i>(Minimum of 150):</i>		Total Cost per Session: _____	

Please describe any times that the program will not be held, except for school holidays. Please justify any late program openings or early program closings that do not align with the school’s regular student days of operation:

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Section 2: Application Information

Priorities:

	Name of school	Name of school	Name of school	Name of school
Absolute Priorities:				
The school building to be served is eligible for Title I schoolwide programs (40% or higher poverty level).	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
Competitive Priorities:				
The application primarily serves students who attend schools that are eligible as Title I schoolwide programs (40% or higher poverty level, based on the Expanded Poverty definition)	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
The application reflects opportunities for families to actively and meaningfully engage in their children’s education (A component of this may include family member and caregiver literacy programs)	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
The application serves students who attend schools identified who have not met AYP or AMOs of the Flexibility Request (pursuant to section 1116 of Title I)	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
The application is submitted jointly by an LEA receiving funds under Title I AND at least one community-based organization	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
Middle and/or high school programs for students in grades 7 through 12 (Other grades in the middle school configuration may also be included)	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
Programs targeted to students in the Appoquinimink, Brandywine, Caesar Rodney, Cape Henlopen, Colonial, Delmar, Laurel, Seaford, and/or Smyrna School District’s geographic areas (to continue to offer geographical diversity to Delaware’s 21 st CCLC program)	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
The application targets populations not currently being served in 21 st CCLC before or after school programs either as the sole targeted group or as part of the targeted population, including students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models	<input type="checkbox"/> <input type="checkbox"/> YES NO Population	<input type="checkbox"/> <input type="checkbox"/> YES NO Population	<input type="checkbox"/> <input type="checkbox"/> YES NO Population	<input type="checkbox"/> <input type="checkbox"/> YES NO Population
Programs that propose to have a cost per student that is \$2,300 or less	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO

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Programs that propose activities that are not currently accessible or would expand accessibility to participating students	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
Programs that propose to go above the minimum number of weeks	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
Programs that propose to go above the minimum number of days per week	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
Programs that propose to go above the minimum number of hours per session	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO
Programs that propose to go above the minimum number of sessions	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO	<input type="checkbox"/> <input type="checkbox"/> YES NO

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Section 3: Partnerships and Collaborations

12 points

1. How will the program establish and maintain a partnership between the program staff, the school staff, and the community partner, including aligning curriculum and activities, sharing information (such as academic levels and testing, behavior, and homework topics), and allocating, sharing, and storing space and resources? What data will be required from, used by, and shared between the program and the school?

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
School Staff Partnerships	The application gives little or no detail about how the program will establish and maintain a partnership between the program staff, the school staff, and the community partner. There is little, if any, detail about the alignment of curriculum and instruction or the sharing of space and resources. The sharing of data may be mentioned but the application is non-specific about data to be shared, by whom, and how it will be used.	The application explains the partnership between the program staff, the school staff, and the community partner. It commits, with some detail, to the alignment of curriculum and instruction as well as how space and resources will be shared through the partnership. The partners have committed to the sharing of specific data but nature of its use is not clear.	The application outlines the nature of the partnership between the program staff, the school staff, and the community partner. The partners have determined how best to align the curriculum and instruction and identified the space and resources to be shared through the partnership. Specific data has been identified to be shared between the program staff, the school staff, and the community partner for the purposes of improving academic outcomes for student participants.	The application clearly details the partnership between the program staff, the school staff, and the community partner, including the process and timeline for continuous engagement in the partnership and explains the sharing of data, space, and resources specific to meeting the program's identified goals and objectives. The application details the specific data to be shared as well as provides a clear understanding for why the selection and sharing of the identified data is meaningful to improving academic outcomes for student participants.

2. How will the program establish and maintain a partnership with families, including participation in the program, volunteering, serving on advisory boards, and creating a welcoming environment?

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Family Partnerships	The application gives little or no detail about how the program will establish and maintain a partnership with families. There is little, if any, detail about how the program will welcome families to participate in programming or volunteer.	The application explains broadly how the program will reach out to the families of student participants and maintain those partnerships to support improved student outcomes. The program explains, with little detail, how it will establish a welcoming environment for	The application clearly outlines the actions the program will take to establish and maintain partnerships with families. In forming these relationships, the program has detailed how it will engage families to participate in programming	"Good" criteria and: The application explicitly outlines opportunities for families to serve in advisory roles for the program.

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		families to participate in programming and volunteer. Though little detail is given as to specific family services or volunteer opportunities.	and support their participation such that the program environment is welcoming and encourages an ongoing partnership.
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3. How will the program establish and maintain a partnership with the community, including community members, community organizations and groups, and community cultural resources?

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Community Partnerships	The application gives little or no detail about how the program will establish and maintain a partnership with the community. There is little, if any, explanation as to the value the identified partnerships will bring to student participants or the program.	The application identifies actions for establishing and maintaining partnerships with the community but provides little explanation as to the value of the identified partnerships will bring to student participants and the program.	The application details how and when the program will act to establish and maintain partnerships with the community. The value of the partnerships established will bring to student participants and the program is clear.	"Good" criteria and: The application includes detail as to how and when the program will evaluate community partnerships to maximize their value to students and program for the purposes of ensuring the program meets its goals and objectives.

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Section 3: Partnerships and Collaborations

Responsibility Checklist – The principal, afterschool program director, and other partners should complete this checklist together.

Task	Responsibility of the Building Principal	Responsibility of the Afterschool Program Director	Responsibility of Another Partner (identify who)	Shared Responsibility (indicate how)
Leads Program Advisory Committee, including recruiting students, parents/care givers, school staff, program staff, and community members.				
Secures space for afterschool activities.				
Obtains license from the Office of Childcare Licensing, if applicable.				
Informs classroom teachers that their classrooms will be used. (Don't forget classified staff, particularly custodians.)				
Provides supplies and materials for afterschool programs (ex. paper, copier, books, computers, postage, and laminator).				
Handles discipline issues that arise in the afterschool program.				
Communicates with parents about content of the afterschool program.				
Recruits students for afterschool programs.				
Decides which activities will be provided.				
Involves school staff in curriculum and activity development.				
Hires and supervises afterschool program staff.				
Registers/orients participants for afterschool programs.				
Communicates with classroom teachers and parents about homework.				
Provides professional development for afterschool staff members.				
Manages the afterschool budget and submits budget reports to Delaware Department of Education (DDOE).				
Collects fees from students and develops/ raises program funds.				
Develops an evaluation framework; collects and analyzes data; reports evaluation results.				
Shares information about the program with the school community, Board of Education, and general public.				

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Section 3 - Collaborations and Partnerships

3 points

Collaboration and Partnerships Form	
<p>The 21st Century Community Learning Centers subgrants require a strong partnership between at least one school serving a high proportion of low-income students and one community-based agency. List each member of the partnership and give a brief description of what each agency has committed to the program. Check the appropriate box if the agency will receive funds from this subgrant.</p>	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment:	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	

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Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	

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Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Responsibility Checklist and Collaborations and Partnerships Form	The Responsibility Checklist and Collaborations and Partnerships Form have not been filled out at all or there are multiple instances of missing information.			The Responsibility Checklist and Collaborations and Partnerships Form have been filled out, with little or no missing information.

Memoranda of Understanding (MOU)

3 points

Memoranda of Understanding (MOU), though not legally binding, should describe clearly the specific commitments of staff, services, facilities, equipment, or resources provided by each partner, including estimating monetary value. The MOU should also document the process for the collection and sharing of required school-related indicators including school attendance and academic achievement.

Attach an MOU for each partner listed in “Section 3 – Partnerships and Collaborations” to this subgrant application.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Memorandum of Understanding	The MOU is blank or not entirely completed.	Each partner is included in one or more MOU. Each MOU is barely filled out, with descriptions of scope and purpose of the program, duties of the partners, meeting parameters, funding arrangements, and any other considerations, but there may be parts truncated or details missing in one or more areas.	Each partner is included in one or more MOU. Each MOU is filled out, with descriptions of scope and purpose of the program, duties of the partners, meeting parameters, funding arrangements, and any other considerations, but there may be a lack of clarity in one or more areas.	Each partner is included in one or more MOU. Each MOU is filled out in its entirety, with very clear descriptions of scope and purpose of the program, duties of the partners, meeting parameters, funding arrangements, and any other considerations.

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Section 4: Program Management

42 points

Agency Background and Capacity

1. Summarize the lead agency's mission, history, past performance, and promise of success in providing educational and related activities that will complement and enhance the academic achievement and positive student development of the targeted population.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Past Performance	The application gives little or no detail about the lead agency's prior experience, successful or otherwise, in providing educational and related activities that enhance the academic achievement and positive student development. The population served by the lead agency is unclear, nonspecific, or different from the targeted population.	The application demonstrates, with little programmatic detail, the lead agency's prior experience providing educational and related activities to the targeted population. The positive impacts of this programming on student achievement and positive student development, however, is not clearly demonstrated.	The application clearly details the lead agency's prior programmatic experience serving the targeted population and the positive impacts of its work on academic achievement and positive student development.	"Good" criteria and: It is clear how this experience will shape future programming to benefit the target population.

2. Describe the capacity of the lead agency to manage the program successfully, including any past 21st Century Community Learning Center experience. If in the past 21st CCLC subgrant administration there were barriers or problems, address how the program plans to address these for this subgrant.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Lead Agency Capacity	The application gives little or no detail about the capacity of the lead agency to manage the program.	The application broadly describes the capacity of the lead agency to manage the program successfully. Little information is given about the agency's prior experience as a 21 st Century Community Learning Center or leading a similar program for the targeted population.	The application clearly details the lead agency's capacity to manage the program successfully. Drawing from prior experience implementing a 21 st Century Community Learning Center subgrant or a like program, the agency has identified its successes and barriers to meeting its goals.	"Good" criteria and: The application details "lessons learned" from the lead agency's prior experience in implementing a 21 st CCLC subgrant or like program and how those lessons have improved its capacity to implement this subgrant if awarded.

3. Does the lead agency have any audit findings? If so, please describe the situations that caused the audit findings and the documented actions that have cleared these findings. Attach copies of the audit findings and the documented actions that have cleared these findings. (This question is worth all points or no points.)

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Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Audit Findings & Resolution	The lead agency has not responded OR the lead agency has not demonstrated that audit findings have been cleared.			The lead agency's has demonstrated that all audit findings have been resolved with supporting documentation OR the lead agency had no audit findings.

Management and Organizational Structure

4. Describe the management and organizational structure of this 21st CCLC program, including advisory board membership that reflects the representation of all key stakeholders. Provide information about the advisory board’s meeting schedule that will allow the program to accomplish its goals and objectives.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Management & Organizational Structure	The application provides little to no detail about the management and organizational structure of this 21st CCLC program. The program does not have an advisory board or the board's membership is not comprised of all key stakeholders including students and families.	The application includes an outline of the management and organizational structure with roles clearly outlined. The program has identified all key stakeholders, including student and family representatives, to provide representation on its advisory board.	The application clearly describes, with details that include roles and responsibilities, the management and organizational structure of this 21st CCLC program. Additionally, the application details the role of the advisory committee in decision-making and the key stakeholders, including student and family representatives, to sit on the committee.	"Good" criteria and: The application includes the timeline and objectives for the advisory board's meetings such that the meetings will inform the programming and allow the program to accomplish its goals and objectives.

Program Communication

5. Describe the program’s communication goals and how the program will communicate effectively with families, school staff, and the community. Describe the plans to disseminate and market information about the program to appropriate populations.

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Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Communication Strategy	The applicant's plan for communicating to stakeholders and possible participants is too high-level to be meaningful. The plan does not target all stakeholders and/or the goals of the communication plan are not clear for each group of stakeholders.	The applicant's communication plan targets all the key stakeholders (families, students, daytime and afterschool school staff, and community partners) but the goals of communicating to each group are not explicit. Communication largely appears to be one way.	The applicant's communication plan has clear goals for marketing the program and disseminating information to the appropriate stakeholder groups.	"Good" criteria and: The applicant's communication plan includes strategies for two-way communication between the applicant and key stakeholders. The goals for communicating with each stakeholder group includes meaningful targets for engagement as appropriate.

6. Describe how the community was given notice of intent to submit this application and how the community can view the completed subgrant application. (This question is worth all points or no points.)

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Intent to Submit Application	The application does not include, or there is little detail about, the applicant's intent to submit its application for a 21 st Century Community Learning Center and how the community can view the completed subgrant application.			The application includes how the community was given notice of the applicant's intent to submit its application for a 21 st Century Community Learning Center and includes how/where the community can view the completed subgrant application.

Personnel

7. Describe the staffing for proposed activities and services, including brief job descriptions of key staff. Describe how highly qualified and effective people will be recruited and selected for these program positions.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Staffing	The applicant provides little or no detail about how it will recruit select and select highly qualified and effective staff to implement the program.	The applicant describes, at a high-level, how it will recruit and select staff identified as being key to implementing the program. However, the applicant does not provide full job descriptions of key staff for the program.	The applicant details how it will recruit and select staff identified as being key to implementing the program. Each key staff position includes a brief job description aligned to the proposed activities and services that the staff will manage.	"Good" criteria and: The applicant links specific recruitment and selection strategies to key staff positions such that the program will recruit and retain highly qualified and effective people to lead the program.

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8. Describe how the program will encourage and use appropriately qualified individuals to serve as volunteers.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Volunteers	The applicant provides little or no detail about how it will recruit and use appropriately qualified individuals to serve as program volunteers.	The applicant's plan to recruit and use appropriately qualified individuals to serve as volunteers is too high-level to be meaningful. The applicant does not meaningfully link the recruitment of highly qualified volunteers to specific program activities and services.	The applicant details an explicit plan to recruit and use appropriately qualified individuals to serve as volunteers for specific program activities and services.	"Good" criteria and: The applicant includes opportunities for recognizing highly qualified volunteers for their service to the program.

9. Describe the policies and procedures for background checks and other safety and security measures being implemented for the program. (This question is worth all points or no points.)

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Policies & Procedures (Background Checks and Safety)	The application includes little, to no, policies and procedures for background checks and other safety measures being implemented for the program.			The applicant's policies and procedures for background checks and other safety and security measures are clear and specific. Background checks are required for all program staff and volunteers.

10. Provide a professional development plan for staff and volunteers.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Professional Development	The application does not include, or there is little detail about, a professional development plan for staff and volunteers.	The professional development plan for staff and volunteers is too high-level to meaningfully understand how the professional development will impact the improvement of the activities and services the program proposes to provide.	The professional development plan proposed by the applicant is clear and specific to the needs of staff and volunteers in effectively implementing the activities and services the program proposes to provide.	"Good" criteria and: The professional development plan is differentiated for volunteers and key staff.

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Participant Recruitment, Enrollment, Attendance, Behavior, and Discipline Policies

11. Describe the policies and procedures that address participant recruitment, enrollment, attendance, behavior, and discipline.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Policies & Procedures	The application does not detail the policies and procedures of lead agency in recruiting and enrolling participants. The application does not provide policies and procedures for addressing attendance, behavior, and discipline issues.	The application includes policies and procedures that address participant recruitment and enrollment. The standards for recruitment and enrollment, however, are not explicit. The policies and procedures for attendance, behavior, and discipline are broad and/or overly punitive in nature.	The application includes policies and procedures that address participant recruitment and enrollment. The standards for recruitment and enrollment are explicitly detailed in the policies and procedures. The policies and procedures for attendance, behavior, and discipline are detailed and reinforce positive behaviors. The application includes how the program will communicate and reinforce its stated policies and procedures to students and families.	"Good" criteria and: The application outlines, as a part of the policies and procedures, how the program will decline a potential attendee's application that does not meet the program's standards prior to enrollment. The policies and procedures include systems of recognition for good attendance and behavior.

Equitable Access and Transportation

12. Describe how equitable access to and participation in the 21st CCLC program for students, family members, and teachers will be ensured, including people with special needs. Describe how equitable access to and participation in the 21st CCLC program for students, family members, and teachers regardless of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran's status will be ensured.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Equitable Access & Participation	The applicant provides little, or non-specific details, about how it will ensure equitable access to and participation in the 21 st CCLC program for all members of the targeted population.	The applicant provides assurances that students, families, and teachers will be able to access and participate in the 21 st CCLC program with particular attention given to ensuring access and participation in the program by people with special needs.	The applicant explicitly addresses, in detail, the actions it will take to ensure equitable access to and participation in the 21 st CCLC program for students, family members, and teachers regardless of special needs.	"Good" criteria and: The applicant details how it will encourage the participation of students, family members, and teachers with diverse experiences and backgrounds to participate in the 21 st CCLC program.

13. Describe how students will travel safely to and from the program, including between program sites and home. Tell which members of the partnership are responsible for scheduling transportation

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arrangements (including any contractual services) and which members of the partnership are responsible for the financial costs associated with transportation, even if it is an in-kind resource.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Transportation To and From Program	The applicant provides little or no details about how students will safely travel to and from the program sites.	The applicant provides, at a high level, how students will travel safely to and from the program sites and home. The roles and responsibilities of partners in supporting and financing transportation are not included or not specific enough to meaningfully understand how the program will ensure the safe passage of students.	The applicant clearly details how students will travel safely to and from the program sites and home. The application identifies which member(s) of the partnership is (are) responsible for scheduling transportation arrangements (including any contractual services) but no attention is given to transportation costs.	"Good" criteria and: The applicant identifies which member(s) of the partnership is (are) responsible for the financial costs associated with transportation, even if it is an in-kind resource.

Non-Public Schools

14. Federal law mandates that non-public school administrators are consulted in a timely and meaningful manner during the design and development of the program. Describe how this was done with representatives of non-public schools who are based in the subgrant school(s) program service area. If there are no non-public schools in the program service area, indicate that. (This question is worth all points or no points.)

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Non-Public Schools Consultation	There is little to no detail about how non-public school administrators or representatives of non-public schools who are based in the subgrant school(s) program service area were consulted in a timely and meaningful manner during the design and development of the program.			There are no non-public schools in the program service area OR the applicant provided a detailed explanation of how non-public school administrators and representatives of non-public schools who are based in the subgrant school(s) program service area were consulted in a timely and meaningful development of the program.

Attach an “Intent to Participate” form for each non-public school in the school(s) service area to this subgrant application. (A non-public school “Intent to Participate” form for use is included in the “additional documents” for this subgrant application.)

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Office of Childcare Licensing

15. Indicate which type of arrangement the program will operate to meet Delaware Office of Child Care Licensing Requirements:

- Pursue a license through OCCL. The program must have a license if the lead agent is a non-school agency, OR if any of the 21st CCLC sites or programs will be located in places other than public school buildings, OR if the program plan as part of sustainability to use Purchase of Care.
PLEASE NOTE: If a 21st Century program is located in a public school (or schools) where the community-based agency is the lead agent of this subgrant, then that public school (or schools) **MUST BE LICENSED** by the Delaware Office of Child Care License

OR

- Obtain an exemption from OCCL. This can only be obtained if 1) the public school is the lead agent of this subgrant AND 2) all 21st Century program sites are located in public schools in that school district or charter school.

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Section 5: Program Design

81 points

(63 points for summer or school year only)

Needs Assessment

Identify the target population, method of determination of need, recognize root causes, and provide supporting data as evidence. Use poverty information, academic achievement data, and other relevant data sources to detail the need.

Target Population: Students
Needs: Attendance (identify specific areas, if possible):
Input Method (survey, focus group, program inventory, interviews, etc.):
Data:
Data Sources:
Root Causes:
Desired Program Outcomes:

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Root Causes	The applicant does not identify any root causes for the targeted group or the root causes identified are not meaningful (too broad or not clear root causes of the item assessed).	The applicant's identified root causes are explicit for the target group but are not meaningfully supported by clear data.	The applicant identified root causes for the target group that are supported by specific data that clearly support the identification of the root causes.	"Good" criteria and: The applicant identifies the source for each piece of data used as evidence for the identified root causes.
Desired Outcomes	The applicant does not explicitly identify the desired program outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need and the outcome is measurable.	"Good" criteria and: The desired outcome can be measured using the same data used by the applicant to determine the root causes of the specific need reviewed.

Target Population: Students
Needs: Academic (identify specific areas, if possible):
Input Method (survey, focus group, program inventory, interviews, etc.):
Data:
Data Sources:
Root Causes:
Desired Program Outcomes:

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Root Causes	The applicant does not identify any root causes for the targeted group or the root causes identified are not meaningful (too broad	The applicant's identified root causes are explicit for the target group but are not meaningfully supported by clear data.	The applicant identified root causes for the target group that are supported by specific data that clearly	"Good" criteria and: The applicant identifies the source for each piece of data used as evidence for the identified root causes.

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	or not clear root causes of the item assessed).		support the identification of the root causes.	
Desired Outcomes	The applicant does not explicitly identify the desired program outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need and the outcome is measurable.	"Good" criteria and: The desired outcome can be measured using the same data used by the applicant to determine the root causes of the specific need reviewed.

Target Population: Students
Needs: Afterschool Programming, Activities, and Scheduling (identify specific kinds, such as sports, arts, personal, and/or social development, etc.; days of the week, hours, how many weeks, school-year, summer):
Input Method (survey, focus group, program inventory, interviews, etc.):
Data:
Data Sources:
Root Causes:
Desired Program Outcomes:

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Root Causes	The applicant does not identify any root causes for the targeted group or the root causes identified are not meaningful (too broad or not clear root causes of the item assessed).	The applicant's identified root causes are explicit for the target group but are not meaningfully supported by clear data.	The applicant identified root causes for the target group that are supported by specific data that clearly support the identification of the root causes.	"Good" criteria and: The applicant identifies the source for each piece of data used as evidence for the identified root causes.
Desired Outcomes	The applicant does not explicitly identify the desired program outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need and the outcome is measurable.	"Good" criteria and: The desired outcome can be measured using the same data used by the applicant to determine the root causes of the specific need reviewed.

Group: Students, Family Members, including Parents, Caregivers, Siblings
Needs: School Connectedness, Family Literacy, Family Engagement and Well-Being
Input Method (survey, focus group, program inventory, interviews, etc.):
Data:
Data Sources:
Root Causes:
Desired Program Outcomes:

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
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Root Causes	The applicant does not identify any root causes for the targeted group or the root causes identified are not meaningful (too broad or not clear root causes of the item assessed).	The applicant's identified root causes are explicit for the target group but are not meaningfully supported by clear data.	The applicant identified root causes for the target group that are supported by specific data that clearly support the identification of the root causes.	"Good" criteria and: The applicant identifies the source for each piece of data used as evidence for the identified root causes.
Desired Outcomes	The applicant does not explicitly identify the desired program outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need and the outcome is measurable.	"Good" criteria and: The desired outcome can be measured using the same data used by the applicant to determine the root causes of the specific need reviewed.

Group: Program Staff
Needs: Professional Development (identify topics):
Input Method (survey, focus group, program inventory, interviews, etc.):
Data:
Data Sources:
Root Causes:
Desired Program Outcomes:

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Root Causes	The applicant does not identify any root causes for the targeted group or the root causes identified are not meaningful (too broad or not clear root causes of the item assessed).	The applicant's identified root causes are explicit for the target group but are not meaningfully supported by clear data.	The applicant identified root causes for the target group that are supported by specific data that clearly support the identification of the root causes.	"Good" criteria and: The applicant identifies the source for each piece of data used as evidence for the identified root causes.
Desired Outcomes	The applicant does not explicitly identify the desired program outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need and the outcome is measurable.	"Good" criteria and: The desired outcome can be measured using the same data used by the applicant to determine the root causes of the specific need reviewed.

Group: School Staff and Program Staff
Needs: Program Connectedness, Communication (identify areas):
Input Method (survey, focus group, program inventory, interviews, etc.):
Data:
Data Sources:
Root Causes:
Desired Program Outcomes:

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Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Root Causes	The applicant does not identify any root causes for the targeted group or the root causes identified are not meaningful (too broad or not clear root causes of the item assessed).	The applicant's identified root causes are explicit for the target group but are not meaningfully supported by clear data.	The applicant identified root causes for the target group that are supported by specific data that clearly support the identification of the root causes.	"Good" criteria and: The applicant identifies the source for each piece of data used as evidence for the identified root causes.
Desired Outcomes	The applicant does not explicitly identify the desired program outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need and the outcome is measurable.	"Good" criteria and: The desired outcome can be measured using the same data used by the applicant to determine the root causes of the specific need reviewed.

Group: Community (including city or town council members, faith-based leaders, business leaders, etc.)
Needs: Program Connectedness, Communication (identify areas):
Input Method (survey, focus group, program inventory, interviews, etc.):
Data:
Data Sources:
Root Causes:
Desired Program Outcomes:

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Root Causes	The applicant does not identify any root causes for the targeted group or the root causes identified are not meaningful (too broad or not clear root causes of the item assessed).	The applicant's identified root causes are explicit for the target group but are not meaningfully supported by clear data.	The applicant identified root causes for the target group that are supported by specific data that clearly support the identification of the root causes.	"Good" criteria and: The applicant identifies the source for each piece of data used as evidence for the identified root causes.
Desired Outcomes	The applicant does not explicitly identify the desired program outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need reviewed.	The applicant identifies a desired outcome based on the target group's root causes of the specific need and the outcome is measurable.	"Good" criteria and: The desired outcome can be measured using the same data used by the applicant to determine the root causes of the specific need reviewed.

Goals, Objectives, and Activities

1. Please describe what your 21st CCLC program will do for the “**Lights On Afterschool**” nationwide celebration on October 25, 2019. Describe how this event or events will highlight the many ways your quality afterschool program supports children, families, schools, and the community. What activities will be included? Who will be invited? At what time will you be celebrating? What media coverage will be solicited?

“Lights On Afterschool” events, like afterschool programs, come in all shapes and sizes, from stadium rallies and town parades to open houses and program tours. Your event can give students a chance to showcase the skills they learn and talents they develop at your afterschool program; including ways to spotlight the fun, educational, hands-on activities that your quality afterschool program offers and the ways your program keeps kids safe, inspires them to learn and helps working families. This event can also highlight your local partners and rally your community’s support.

Here is a partial list of activities that could be included at your celebration:

- *Student-created and led activities like skits, dance, music and poetry;*
- *Selling items to raise funds for your program;*
- *Student demonstrations of afterschool activities, for example: yoga, basketball, karate, mural painting, chess, debate;*
- *Contests and competitions (kids versus adults or kids versus kids);*
- *Special guest speakers: parents, local elected officials, the superintendent, mayor, a member of Congress, local celebrities, etc.;*
- *Presentations by youth about their afterschool experience; and*
- *A healthy snack or dinner*

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Lights On Afterschool	The applicant does not provide details regarding the Lights On Afterschool event.	The applicant's identified Lights On Afterschool event is too high-level to be understood or implemented.	The applicant’s identified Lights On Afterschool event includes sufficient detail including activities, invitees, location, publicity, and how the event will highlight the 21 st CCLC program.	"Good" criteria and: The applicant’s identifies Lights On Afterschool event includes active, meaningful participation of families and other guests with students in the program, in addition to any “audience” portions of the event.

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Program Plan Goals, Objectives, and Activities– Goal #1 - School Year

Goal #1: Improve school attendance and increase academic achievement of participating students in one or more academic areas.			
School Year Program Start Date:		School Year Program End Date:	
Site(s):			
Measurable Objectives: Identify several SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #1: <u>Objective</u> 1. 2. 3.			
Performance Indicators: 1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors. 2. Number of participants who improve in class participation during school and homework completion. 3. Number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics. 4. Other:			
Data to Measure Progress: <ul style="list-style-type: none"> • Attendance Records • Discipline Records • Teacher Survey including <ul style="list-style-type: none"> ○ Class participation ○ Homework completion • State Assessment in English Language Arts and Mathematics • Classroom grades in English Language Arts and Mathematics • Other: 			
Activities: Identify several activities that will help the program reach the Objectives above and Goal #1, ultimately leading to improved attendance and academic achievement.			
<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>
1.			
2.			
3.			
4.			
5.			

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
SMART Objectives	The applicant does not include objectives or the	The applicant includes objectives but they are not clear, which makes	The applicant includes objectives that are specific,	"Good" criteria and: The desired outcome is clear

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	objectives are not measurable.	measuring progress toward meeting the objectives confusing/unclear.	measurable, attainable, realistic, and time-bound.	and predictive of success for the target group.
Activities	The applicant does not include activities that will help the program reach its stated goal.	The applicant includes activities to be implemented that will help the program reach its stated goal. The targeted population, number and length of sessions, or staff responsible is not meaningfully included making it unclear how these activities will realize the program goal.	The applicant includes activities that will help the program reach its stated goal. The targeted population, number and length of sessions, and staff responsible are included and it is relatively clear how these activities will realize the program goal.	The applicant includes very detailed activities that will help the program reach its stated goal. The targeted population, number and length of sessions, and staff responsible are included and it is extremely clear how these activities will realize the program goal.

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Program Plan Goals, Objectives, and Activities – Goal #1 - Summer

Goal #1: Improve school attendance and increase academic achievement of participating students in one or more academic areas.			
Summer Program Start Date:		Summer Program End Date:	
Site(s):			
Measurable Objectives: Identify several SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #1: <u>Objective</u>			
<ol style="list-style-type: none"> 1. 2. 3. 			
Performance Indicators:			
<ol style="list-style-type: none"> 1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors. 2. Number of participants who improve in class participation during school and homework completion. 3. Number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics. 4. Other: 			
Data to Measure Progress:			
<ul style="list-style-type: none"> • Attendance Records • Discipline Records • Teacher Survey including <ul style="list-style-type: none"> ○ Class participation ○ Homework completion • State Assessment in English Language Arts and Mathematics • Classroom grades in English Language Arts and Mathematics • Other: 			
Activities: Identify several research-based activities that will help the program reach the Objectives above and Goal #1, ultimately leading to improved attendance and academic achievement.			
<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>
1.			
2.			
3.			
4.			
5.			

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
SMART Objectives	The applicant does not include objectives or the	The applicant includes objectives but they are not clear, which makes	The applicant includes objectives that are specific,	"Good" criteria and: The desired outcome is clear

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	objectives are not measurable.	measuring progress toward meeting the objectives confusing/unclear.	measurable, attainable, realistic, and time-bound.	and predictive of success for the target group.
Activities	The applicant does not include activities that will help the program reach its stated goal.	The applicant includes activities to be implemented that will help the program reach its stated goal. The targeted population, number and length of sessions, or staff responsible is not meaningfully included making it unclear how these activities will realize the program goal.	The applicant includes activities that will help the program reach its stated goal. The targeted population, number and length of sessions, and staff responsible are included and it is relatively clear how these activities will realize the program goal.	The applicant includes very detailed activities that will help the program reach its stated goal. The targeted population, number and length of sessions, and staff responsible are included and it is extremely clear how these activities will realize the program goal.

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Program Plan Goals, Objectives, and Activities – Goal # 2 – School Year

Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers and staff.			
School Year Program Start Date:		School Year Program End Date:	
Site(s):			
Measurable Objectives: Identify several SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #2: <u>Objective</u> 1. 2. 3.			
Performance Indicators: 1. Number of Parent/Caregiver and Family meetings, phone calls, and correspondence. 2. Number of School Teacher and other staff meetings, phone calls and correspondence. 3. Number of Family Engagement Opportunities. 4. Other:			
Data to Measure Progress : <ul style="list-style-type: none"> • Parent/Caregiver and Family Attendance and Sign-In Records • Parent/Caregiver Communication Log • School Communication Log • Family/Caregiver & School Teacher Surveys • Other: 			
Activities: Identify several research-based activities that will help the program reach the Objectives above and Goal #2, ultimately leading to increased school connectedness of participants, including families, caregivers, and school teachers and staff.			
<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>
1.			
2.			
3.			
4.			
5.			

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
SMART Objectives	The applicant does not include objectives or the objectives are not measurable.	The applicant includes objectives but they are not clear, which makes measuring progress toward meeting the objectives confusing/unclear.	The applicant includes objectives that are specific, measurable, attainable, realistic, and time-bound.	"Good" criteria and: The desired outcome is clear and predictive of success for the target group.
Activities	The applicant does not include activities that will	The applicant includes activities to be implemented	The applicant includes activities that will help the	The applicant includes very detailed activities that will

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	<p>help the program reach its stated goal.</p>	<p>that will help the program reach its stated goal. The targeted population, number and length of sessions, or staff responsible is not meaningfully included making it unclear how these activities will realize the program goal.</p>	<p>program reach its stated goal. The targeted population, number and length of sessions, and staff responsible are included and it is relatively clear how these activities will realize the program goal.</p>	<p>help the program reach its stated goal. The targeted population, number and length of sessions, and staff responsible are included and it is extremely clear how these activities will realize the program goal.</p>
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Program Plan Goals, Objectives, and Activities – Goal # 2 - Summer

Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers and staff.			
Summer Program Start Date:		Summer Program End Date:	
Site(s):			
Measurable Objectives: Identify several SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #2: <u>Objective</u> 1. 2. 3.			
Performance Indicators: 1. Number of Parent/Caregiver and Family meetings, phone calls, and correspondence. 2. Number of School Teacher and other staff meetings, phone calls and correspondence. 3. Number of Family Engagement Opportunities. 4. Other:			
Data to Measure Progress : <ul style="list-style-type: none"> • Parent/Caregiver and Family Attendance and Sign-In Records • Parent/Caregiver Communication Log • School Communication Log • Family/Caregiver & School Teacher Surveys • Other: 			
Activities: Identify several research-based activities that will help the program reach the Objectives above and Goal #2, ultimately leading to increased school connectedness of participants, including families, caregivers, and school teachers and staff.			
<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>
1.			
2.			
3.			
4.			
5.			

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
SMART Objectives	The applicant does not include objectives or the objectives are not measurable.	The applicant includes objectives but they are not clear, which makes measuring progress toward meeting the objectives confusing/unclear.	The applicant includes objectives that are specific, measurable, attainable, realistic, and time-bound.	"Good" criteria and: The desired outcome is clear and predictive of success for the target group.
Activities	The applicant does not include activities that will	The applicant includes activities to be implemented	The applicant includes activities that will help the	The applicant includes very detailed activities that will

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	<p>help the program reach its stated goal.</p>	<p>that will help the program reach its stated goal. The targeted population, number and length of sessions, or staff responsible is not meaningfully included making it unclear how these activities will realize the program goal.</p>	<p>program reach its stated goal. The targeted population, number and length of sessions, and staff responsible are included and it is relatively clear how these activities will realize the program goal.</p>	<p>help the program reach its stated goal. The targeted population, number and length of sessions, and staff responsible are included and it is extremely clear how these activities will realize the program goal.</p>
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Program Plan Goals, Objectives, and Activities – Goal # 3 – School Year

Goal #3: Increase the capacity of participants to become productive adults.			
School Year Program Start Date:		School Year Program End Date:	
Site(s):			
Measurable Objectives: Identify several SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #3:			
<u>Objective</u>			
1.			
2.			
3.			
Performance Indicators:			
1. Number of high quality educational and enrichment opportunities provided by this 21 st CCLC that help build lifelong skills in areas such as nutrition and health, art, music, technology, and physical education, literacy, science, and other areas: _____			
2. Other:			
Data to Measure Progress :			
<ul style="list-style-type: none"> • Attendance Records • Participant Surveys/Focus Group Discussion • Number of Sessions • Program Schedules • Other: 			
Activities: Identify several research-based activities that will help the program reach the Objectives above and Goal #3, ultimately leading to increased capacity of participants to become productive adults.			
<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>
1.			
2.			
3.			
4.			
5.			

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
SMART Objectives	The applicant does not include objectives or the objectives are not measurable.	The applicant includes objectives but they are not clear, which makes measuring progress toward meeting the objectives confusing/unclear.	The applicant includes objectives that are specific, measurable, attainable, realistic, and time-bound.	"Good" criteria and: The desired outcome is clear and predictive of success for the target group.
Activities	The applicant does not include activities that will help the program reach its stated goal.	The applicant includes activities to be implemented that will help the program reach its stated goal. The targeted population,	The applicant includes activities that will help the program reach its stated goal. The targeted population, number and	The applicant includes very detailed activities that will help the program reach its stated goal. The targeted population, number and

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		number and length of sessions, or staff responsible is not meaningfully included making it unclear how these activities will realize the program goal.	length of sessions, and staff responsible are included and it is relatively clear how these activities will realize the program goal.	length of sessions, and staff responsible are included and it is extremely clear how these activities will realize the program goal.
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Program Plan Goals, Objectives, and Activities – Goal # 3 – Summer

Goal #3: Increase the capacity of participants to become productive adults.			
Summer Program Start Date:		Summer Program End Date:	
Site(s):			
Measurable Objectives: Identify several SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #3: <u>Objective</u> 1. 2. 3.			
Performance Indicators: 1. Number of high quality educational and enrichment opportunities provided by this 21 st CCLC that help build lifelong skills in areas such as nutrition and health, art, music, technology, and physical education, literacy, science, and other areas: _____ 2. Other:			
Data to Measure Progress : <ul style="list-style-type: none"> • Attendance Records • Participant Surveys/Focus Group Discussion • Number of Sessions • Program Schedules • Other: 			
Activities: Identify several research-based activities that will help the program reach the Objectives above and Goal #1, ultimately leading to increased capacity of participants to become productive adults.			
<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>
1.			
2.			
3.			
4.			
5.			

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
SMART Objectives	The applicant does not include objectives or the objectives are not measurable.	The applicant includes objectives but they are not clear, which makes measuring progress toward meeting the objectives confusing/unclear.	The applicant includes objectives that are specific, measurable, attainable, realistic, and time-bound.	"Good" criteria and: The desired outcome is clear and predictive of success for the target group.
Activities	The applicant does not include activities that will help the program reach its stated goal.	The applicant includes activities to be implemented that will help the program reach its stated goal. The targeted population, number and length of	The applicant includes activities that will help the program reach its stated goal. The targeted population, number and length of sessions, and staff	The applicant includes very detailed activities that will help the program reach its stated goal. The targeted population, number and length of sessions, and staff

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		sessions, or staff responsible is not meaningfully included making it unclear how these activities will realize the program goal.	responsible are included and it is relatively clear how these activities will realize the program goal.	responsible are included and it is extremely clear how these activities will realize the program goal.
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Section 6: Program Delivery

45 points

Youth Development Practices

1. Describe how the program will create a warm and welcoming environment. Provide any policies, procedures, activities, and background information that will influence this practice.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Warm & Welcoming Environment	The applicant provides little or no detail about how it will create a warm and welcoming environment.	The applicant's description of an environment, supervised by adults during hours of operation based on families' schedules, with activities that promote a healthy lifestyle, is vague and lacking sufficient details.	The applicant's description of an environment, supervised by adults during hours of operation based on families' schedules, that is rich with activities that participants can name and that promotes a healthy lifestyle contains some detail. Procedures that ensure safety are detailed, in addition.	The applicant's description of an environment, supervised by adults during hours of operation based on families' schedules, that is rich with activities that participants can name and that promotes a healthy lifestyle is clearly detailed. And, the applicant also details how participant individuality, culturally and linguistically or otherwise, will be respected and supported, including procedures that ensure safety.
Supportive Activities	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.

2. Describe how the program will build supportive relationships and opportunities for students to belong. Provide any policies, procedures, activities, and background information that will influence this practice.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Supportive Relationships & Opportunities to Belong	The applicant provides little or no detail about how it will build supportive relationships and opportunities for students to belong.	The applicant details how the program will emphasize belonging and membership, in the near and long-term, with activities that allow for participants to interact in a variety of ways. The applicant, however, is not clear on how staff will intentionally build and	The applicant details how the program will emphasize belonging and membership, in the near and long-term, with activities that allow for participants to interact in a variety of ways. The applicant also details how staff will intentionally build and promote relationships	"Good" criteria and: The program offers a mix of one-on-one interactions and large-group activities focused on character development.

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		promote relationships characterized by honesty and respect.	characterized by honesty and respect.	
Supportive Activities	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.

3. Describe how the program will support positive behaviors. Provide any rules, guidelines, plans, activities, and background information that will influence this practice.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Positive Behaviors	The applicant provides little or no detail about how it will engage students in setting a climate that promotes positive behaviors and sets behavior standards.	The applicant provides, though at a high level, how it will engage students in setting a climate that promotes positive behaviors and sets behavior standards. Little attention is given to engaging students in defining and implementing conflict resolution strategies.	The applicant provides explicit opportunities for engaging students in setting a climate that promotes positive behaviors and sets behavior standards for the program and individual activities as well as in defining and implementing strategies for resolving conflicts.	"Good" criteria and: The program provides for family input in setting program and behavior standards as well as in defining and implementing strategies for resolving conflicts.
Supportive Activities	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.

4. Describe how the program will provide youth engagement opportunities and offer students choices. Provide any strategies, procedures, activities, and background information that influence this practice.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Youth Engagement Opportunities	The applicant provides little or no detail about how it will provide youth engagement opportunities.	The applicant provides, though at a high level, how it will provide youth engagement opportunities. Little attention is given to details on how to implement these opportunities.	The applicant provides many details for providing and implementing youth engagement opportunities, including strengthening relationships among youth, increasing social confidence, introducing experiential	The applicant provides explicit, clear details for providing and implementing youth engagement opportunities, including strengthening relationships among youth, increasing social confidence,

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			learning, which may include increasing youth financial skills and/or service learning that gives back to the community, although some details may remain unclear.	introducing experiential learning, which may include increasing youth financial skills and/or service learning that gives back to the community.
Supportive Activities	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.

5. Describe how the program will provide students with opportunities for authentic decision-making. Provide any strategies, procedures, activities, and background information that influence this practice.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Authentic Decision Making	The applicant provides little or no detail about how it will engage students in deciding authentic experiences and outcomes.	The applicant provides, though at a high level, how it will engage students in deciding authentic experiences and outcomes. Little attention is given to age-appropriate decision-making.	The applicant provides explicit opportunities for engaging students to have ownership and control in deciding authentic experiences and outcomes. Sufficient attention is given to age-appropriate decision-making.	"Good" criteria and: The program provides for students to see linkages to learning experiences and the consequences of those choices.
Supportive Activities	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.

6. Describe how the program will provide students with opportunities for youth leadership. Provide any volunteer processes, activities, and background information that will influence this practice.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Youth Leadership	The applicant provides little or no detail about the opportunities it will provide for students for youth leadership.	The applicant provides, though at a high level, opportunities for participants to take on leadership roles within the program.	The applicant provides explicit opportunities for participants to take on age-appropriate leadership roles within the program.	"Good" criteria and: The applicant identifies and promotes opportunities for age appropriate participant leadership with partnering entities.

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Supportive Activities	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.
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7. Describe how the program will make time for reflection (that is “careful thought or consideration of an idea or event, with the intent of making change or focusing on improvement”). Provide any methods, procedures, activities, and background information that will influence this practice.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Participant Reflection	The applicant provides little or no detail about the opportunities it will provide for students to reflect on their academic activities.	The applicant provides, though at a high level, opportunities for participant reflection on activities and learning. It is unclear, however, how these opportunities for reflection are meaningfully linked to participant articulated goals and their progress toward meeting those goals.	The applicant details specific opportunities for participant reflection on activities and learning that are meaningfully linked to participant articulated goals and their progress toward meeting those goals.	"Good" criteria and: Participants, upon reflection, are given opportunities to journal or otherwise write and record their ideas and thoughts on the program and self-improvement.
Supportive Activities	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.

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School Year Program Schedule				
# of Weeks:		# of Sessions:	Start Date:	End Date:
	<i>Time</i>	<i>Activity (Please ensure the described activity align to the program's stated goals, objectives, and strategies.)</i>	<i># of Participants</i>	<i># of Staff</i>
<i>Monday</i>				
<i>Tuesday</i>				
<i>Wednesday</i>				
<i>Thursday</i>				
<i>Friday</i>				

Summer Program Schedule

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# of Weeks:		# of Sessions:	Start Date:	End Date:
	<i>Time</i>	<i>Activity (Please ensure the described activity align to the program's stated goals, objectives, and strategies.)</i>	<i># of Participants</i>	<i># of Staff</i>
<i>Monday</i>				
<i>Tuesday</i>				
<i>Wednesday</i>				
<i>Thursday</i>				
<i>Friday</i>				

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The Program Schedule will be reviewed based on completeness.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Program Schedule (School Year and/or Summer)	The program schedule is not detailed and lacks alignment to the work of the program.	The program schedule is aligned to the work the program propose to do in most sections of the application.	The program schedule is somewhat detailed and aligned to the work the program propose to do in most sections of the application, including the goals and objectives of the program.	The program schedule is explicitly detailed and aligned to the work the program propose to do in all sections of the application, including the goals and objectives of the program.

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Section 7: Evaluation

15 points

1. What is the program’s framework for evaluating its performance toward meeting its goals and objectives? Indicate connections with the elements in Section 5: Program Design. The framework, at a minimum, should include:
- a.) The elements of the proposed program that will be evaluated;
 - b.) The systematic process for collecting and analyzing the necessary data to conduct a robust evaluation of the program;
 - c.) The data (including school-level student data) to be collected and a timeline for the collection and analysis of the data.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Elements Evaluated	The plan to evaluate the program does not specifically identify the elements of the program that will be evaluated. The elements identified are high-level and not meaningfully aligned to the proposed program.	The plan to evaluate the program identifies the elements of the program that will be evaluated but the elements are not clearly defined. And/or not all key components of the proposed program are identified for evaluation.	The plan to evaluate the program identifies and clearly defines the elements of the program that will be evaluated. Not all key components of the proposed program are identified for evaluation.	"Good" criteria and: The elements identified for evaluation align to all key components of the proposed program.
Data Collection & Analysis	The applicant describes in little, to no, detail its process for collecting and analyzing the data necessary to conduct a robust evaluation of the program.	The applicant's plan for collecting and analyzing the necessary data to conduct a robust evaluation of the program is high-level but non-specific. The process for the collection and analysis is not systematic.	The applicant details a systematic process for collecting and analyzing the data necessary to conduct a robust evaluation of the program.	"Good" criteria and: The applicant includes a timeline for collecting and analyzing the requisite data for conducting its evaluation.
Data	The applicant does not identify the specific data to be collected for analysis or only a few, if any, data are identified, aligned to the elements of the program that the applicant proposes to evaluate.	The applicant identifies specific data to be collected for analysis but there are gaps in the data to be collected in order to adequately evaluate the elements identified for evaluation by the applicant.	The applicant identifies all the specific data to be collected for analysis aligned to the elements to be evaluated by the applicant.	"Good" criteria and: The source of the data to be collected is identified for each piece of data included in the proposed plan for evaluation.

2. How will the results of the evaluation be used to improve the performance of the program (shape the activities, structures, and resource allocations)?

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Program Improvement	The applicant's plan for improving the performance of the program based on the results of the evaluation includes little, to no, detail.	The applicant's plan to use the results of the evaluation to improve the performance of the program includes non-specific detail as to how the results will impact the allocation of resources or improve the delivery of programming.	The applicant's plan for using the results of the evaluation to improve the performance of the program clearly details how the results will impact the allocation of resources or improve the delivery of specific services.	"Good" criteria and: The applicant explicitly links the results of specific indicators to be evaluated to the resources and services that will be improved based on specific evaluation outcomes.

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3. How will the evaluation findings be shared with students, parents and other family members, program staff, school staff, and the community?

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Dissemination	The applicant's plan for sharing the findings of its evaluation with relevant stakeholders contains little, to no, detail.	The applicant outlines a plan for disseminating evaluation findings to stakeholders but the plan is not differentiated by stakeholder group and the actions to be taken are mostly, if not all, passive.	The applicant's plan for disseminating evaluation findings to stakeholders is differentiated by stakeholder group but dissemination efforts are mostly, if not all, passive.	"Good" criteria and: The applicant details meaningful ways to actively disseminate evaluation findings and engage stakeholder groups around the results.

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Prepare a budget (using the separate budget pages provided) that will adequately cover program expenses, making sure to give sufficient details for any item description over \$1000, and then answer the following:

1. Describe the program’s financial procedures and accounting practices.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Procedures & Practices (Financial & Accounting)	The program's financial procedures and accounting practices are not included in the application or the procedures and practices, as presented, are unclear.	The program's financial procedures and accounting practices are presented but key details, such as who manages the implementation of procedures and practices, are missing.	The program's financial procedures and accounting practices are explicitly detailed (including who manages implementation of procedures and practices as well as the levels of review and approval authority for the spending of funds).	"Good" criteria and: The plan an internal annual fiscal review that includes an analysis of program's return on investment, as a part of its financial procedures and accounting practices.

2. Describe the adequacy of support including facilities, equipment, supplies, and other resources and assets from the lead agency and all partners.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Adequacy of Support	The application does not clearly identify the resources and assets from the lead agency and all partners.	The application identifies the resources and assets (including facilities, equipment, and supplies) to be contributed from the lead agency and all partners.	The application identifies the resources and assets broken out by category (including facilities, equipment, and supplies) to be contributed from the lead agency and all partners.	"Good" criteria and: The application identifies any unmet needs where subgrant funds will be used to support its effective implementation of the proposed program.

3. Describe the extent to which the costs are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Reasonability Given Size and Scope	The applicant does not include an analysis, or the analysis is vague, of the extent to which the costs are reasonable in relation to the proposed size (staffing, number of persons to be served, etc.) of the program and the proposed scope of the program and its ability to achieve the anticipated results..	The application includes a high-level analysis of the extent to which the costs are reasonable in relation to the proposed size (staffing, number of persons to be served, etc.) of the program and the proposed scope of the program. The analysis, however, has gaps and the costs appear unreasonable in relation to the proposed size of the program and its	The application includes a clear and specific analysis of the extent to which the costs are reasonable in relation to the proposed size (staffing, number of persons to be served, etc.) of the program and to the proposed scope of the program. It is reasonably clear that, based on the resources allocated, the program can achieve its	"Good" criteria and: The application identifies any unmet needs where subgrant funds will be used to support its effective implementation of the proposed program and ensure that the program can achieve its intended results.

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		ability to achieve the anticipated results, based on the resources allocated, is not clear.	anticipated results. The costs appear to be reasonable in relation to the proposed size of the program.	
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4. Provide a preliminary plan for how the program will continue after funding ends. Provide specific information on how other funds or services will replace 21st CCLC funding beyond year 5. *For example, personnel costs in the original subgrant cost may be provided by volunteers from a partnering agency or tutors are being paid through LEA Title I funds.*

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Sustainability	There is not a long-term plan for how the program will continue after funding ends or the plan presented contains few, if any, specific details on how to approach sustaining the proposed program activities.	The plan for sustaining the program after the funding ends is general in nature and does not include a timeline, or potential revenue sources, for sustaining the program aligned to the proposed programmatic activities.	The plan for sustaining the program after the funding ends includes a timeline that details the long-term plan for sustaining the program aligned to the proposed programmatic activities.	"Good" criteria and: The plan includes potential resources, including sources of revenue, for sustaining the program aligned to the proposed programmatic activities.

Attach the Budget Pages to this subgrant application.

12 points

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
Salaries and Other Employee Costs (OEC)	The budget does not include all the relevant salaries and Other Employee Costs.	The budget items are all included for this category but are not fully understandable or relevant to this program.	The budget items are all included for this category and are fully understandable and relevant to this program. For salaries, the title of each position and % of Full-Time Equivalent (for full-time staff) or number of days and hours per week, with hourly rate are given for each position. Budget items are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program.	"Good" criteria and: Sufficient details are provided, making the budget accessible to all interested parties, including program and school staff, parents, and community members.
Travel and Contracted Services	The budget does not include all the necessary travel costs and costs associated with contracted services.	The budget items are all included for this category but are not fully understandable or relevant to this program.	The budget items are all included for this category and are fully understandable and relevant to this program. For contracted service items, vendor names, type of services, and duration	"Good" criteria and: Sufficient details are provided, making the budget accessible to all interested parties, including program and school staff, parents, and community members.

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			(number of days, sessions, etc.) are given. For travel items, the names and positions of staff traveling, conference names, and purposes are given. Budget items are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program.	
Audit Fees and Indirect Costs	The budget does not include all the necessary audit fees and indirect cost items.	The budget items are all included for this category but are not fully understandable or relevant to this program.	The budget items are all included for this category and are fully understandable and relevant to this program. Budget items are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program.	"Good" criteria and: Sufficient details are provided, making the budget accessible to all interested parties, including program and school staff, parents, and community members.
Supplies and Materials and Capital Outlay	The budget does not include a complete list of all the necessary supplies and materials and capital outlay to fully implement the proposed program.	The budget includes a complete list of all the necessary supplies and materials and capital outlay to fully implement the proposed program but the items are not fully understandable or relevant to this program.	The budget includes a complete list of all the necessary supplies and materials and capital outlay to fully implement the proposed program and the items are fully understandable and relevant to this program. For supplies, line items over \$1000 are detailed in item description, quantity, and purpose. Budget items are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program.	"Good" criteria and: Sufficient details are provided, making the budget accessible to all interested parties, including program and school staff, parents, and community members.

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**State of Delaware
Department of Education
Sub-Subgrant Application**

LEA/Agency/Organization Information

Name: _____ **Date:** _____

Address 1: _____
Street Address P.O. Box

Address 2: _____
City State Zip Code

Amount of Funding Requested: _____ Total Cost of Project: _____

Coordinator's Name: _____ Email: _____ Telephone: _____

Proposed Sub-Subgrant Project
Title: _____

For FSF users, indicate department number under which funds should be loaded: _____

Description of Project:

Objectives and Goals of the Project (How will this sub-subgrant strengthen organization, make improvement, or achieve success?):

Specific Activities (Include information about service delivery and timeline):

Signature of Chief School Officer/Agency
Head: _____

Printed Name: _____ Date: _____

Signature of Business Manager: _____

Printed Name: _____ Date: _____

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- **More than 80% of annual gross revenues from the Federal government, and those revenues are greater than \$25M annually, and**

- **Compensation information is not publicly available**

If both statements are true, please list the names and total compensation of your business/organization’s five most highly compensated officers:

Name	Total Compensation

Provide contact information for the person completing this form should follow-up be necessary. Incomplete or missing information will delay the release of funding. .

PREPARED BY:
Name:
Title:
Phone Number:
Email:

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Section 9 – Assurances, Certifications, and Signatures

*The following pages contain the Assurances that must be signed and dated by the Superintendent or Chief Executive Officer of the Local Education Agency and the Chief Executive Officer of the Community Agency Partner. Please read and **check off all assurances carefully**. These assurances dictate financial requirements that must be adhered to by the subgrantee. Funds will not be disbursed until and unless a signed copy of these Assurances are received by the Delaware Department of Education (DDOE). Please check the following 34 assurances, indicating an agreement:*

The Applicant assures that:

- 1. The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- 2. The control of funds provided under 21st Century Community Learning Centers program and title to property acquired with program funds will be in a school district, public agency, for-profit agency, or a non-profit private agency, institution, or agency.
- 3. The school district, public agency, for-profit agency, non-profit agency, institution or agency will administer those funds and property to the extent required by the Delaware Department of Education. Records concerning financial accounting and program evaluation will be maintained by the applicant agency and will be available for review by program auditors for at least three years past the final year of the 21st CCLC.
- 4. The applicant will adopt and use proper methods of administering each such program, including the:
 - a) enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program,
 - b) correction of deficiencies in program operations that are identified through audits, monitoring or evaluations,
 - c) adoption of written procedures for the receipt and resolution of complaints in the administration of programs.
- 5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, funds paid to the subgrantee under the 21st Century Community Learning Centers program.
- 6. The program will take place in a safe and easily accessible facility.
- 7. The program will continue to be designed, developed, planned, implemented, and evaluated in active collaboration with all the partner agencies, including the administrators and teachers from the schools that the students attend (including the sharing of relevant data among the schools), in compliance with applicable laws relating to privacy and confidentiality. The 21st CCLC will be linked with the school day and aligned with the state academic standards.
- 8. The transportation and program access for all students will be addressed and provided by the 21st CCLC funds if not provided from another source of funds.

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Section 9 – Assurances, Certifications, and Signatures

- 9. The school district will provide access of pertinent student data to the applicant and partnering agencies.
- 10. Attendance records will be maintained for each student receiving services in the 21st CCLC.
- 11. Students will be tagged in the eSchool Plus statewide pupil accounting system by school or district personnel.
- 12. Required data will be entered into the 21st CCLC APR Federal database system by the grantee. This information will be used to annually evaluate the program and will be used to make decisions about appropriate changes in programs for the subsequent year.
- 13. The program will primarily target students who primarily attend schools eligible for Title I school-wide programs under Section 1114 and families of such students.
- 14. The applicant will cooperate in carrying out any evaluation of the program conducted by state and federal officials.
- 15. Funds granted for this program will not supplant federal, state, local or non-federal funds. Subgrant funds will be used to increase the level of State, local, and other non-Federal funds that would be made available for out-of-school-time programs and activities.
- 16. The community was given notice of intent to submit an application and the completed application and any waiver request(s) will be available for public review after submission.
- 17. The program will ensure equitable participation of nonpublic school participants if those students are part of the target population. The applicant will consult with officials of nonpublic schools in a meaningful and timely manner; and provide nonpublic participants genuine access to equitable services.
- 18. The programs and services provided under this subgrant will be operated so as not to discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran status.
- 19. Programs and projects funded in total or in part through this subgrant will operate in compliance with state and federal laws, program statutes, rules, and regulations, including but not limited to the 1964 Civil Rights Act and amendments, Title IX of the Education Amendment of 1972, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 85, 86, 97, 98, and 99, the General Education Provision Act (GEPA), the American with Disabilities Act, the Drug-Free Workplace Act of 1988, and OMB Circular 2 CFR Part 220 and Part 225. Subgrantees are responsible for adhering to all applicable fiscal and programmatic regulations.

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- 20. Entities receiving \$500,000 or more of federal funds assure that an annual financial and compliance audit have been completed in accordance with OMB Circular A-133 or A-128, whichever is applicable. Copies of any audit findings and the documented actions to clear these findings must be included in this 21st CCLC subgrant application.
- 21. The Delaware Department of Education (DDOE) may as it deems necessary, supervise, evaluate, and provide guidance and direction to the subgrantee in the conduct of activities performed under this subgrant; however, failure of DDOE to supervise, evaluate, or provide guidance and direction shall not relieve the subgrantee of any liability for failure to comply with the terms of the subgrant award.
- 22. All program staff who work with children will have undergone the requirements outlined in the Delaware Criminal Background Check for Public Schools Related Employment and Office of Child Care Licensing Regulations.
- 23. Any printed (or other media) description of programs and/or program activities will state that the program and/or activity is fully (or partially) funded by the US Department of Education’s 21st Century Community Learning Center Program.
- 24. Subgrantee will retain records of its financial transactions (including receipts), accounts, program operation, and evaluation relating to this subgrant for a period of three years after termination of the subgrant agreement and will make such records (including receipts) available for inspection and audit by authorized representatives of DDOE.
- 25. Subgrantee will receive prior written approval from the DDOE program manager before implementing any programmatic changes with respect to the purpose for which the subgrant was awarded. Amendments will be accepted during the following periods: August 1 - August 15; December 1 - December 15; and June 1 - June 15. Amendments are submitted via e-mail for approval to the Delaware 21st CCLC State Coordinator.
- 26. Subgrantee will repay any funds that have been determined through the federal or state audit process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
- 27. Subgrantee will, as part of this subgrant, create an advisory council or steering committee of all major partners who will meet on a regular basis to assist in continuous program improvement.

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28. Any remaining, unspent funds must be returned to the Department of Education within 75 days from the subgrant end date. If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee must briefly explain why as part of a budget amendment. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted. There are no extensions or carry-overs allowed.
29. If subgrantee is not part of the Delaware First State Financial System (FSF), it is assured that Quarterly Financial Reports will be submitted to DDOE.
30. The 21st CCLC subgrantee will actively recruit eligible students to maintain or exceed its projected enrollment. If the actual average daily enrollment of the subgrantee program is less than 75 students, the subgrant award may be terminated.
31. Subgrantee assures that the Center(s) will be meeting Delaware Office of Child Care License Regulations by the start date cited on the forms. The subgrantee acknowledges that the amount awarded to the subgrantee will be prorated, based upon the date when the program can begin (following the approval of the Delaware Office of Child Care License) if it is a later date than the start date included in this continuation application. The only exemption for this assurance is in situations where 1) the public school is the lead agent of this subgrant AND 2) all 21st Century program sites are located in public schools in that school district or charter school. PLEASE NOTE: If a 21st Century program is located in a public school (or schools) where the community-based agency is the lead agent of this subgrant, then that public school (or schools) MUST BE LICENSED by the Delaware Office of Child Care License.
32. The subgrantee will submit a self-assessment in December and June of each year and will submit an annual evaluation report within 45 days of the subgrant end date.
- Annual Evaluation Report** - Each 21st CCLC program must submit to the Delaware 21st CCLC State Coordinator the following items as its Annual Evaluation:
- the current **Annual Performance Report (APR) Summary** from the Federal database system reflecting data through the subgrant end date,
 - the final **Expenditure Report**
 - *Must show Total Budget line for every column, which should match the amounts in the original subgrant and Subgrant Award Notice (SAN).*
 - *Must show Total Expenditures for every column, which should match your program's financial records for all expenditures. Ideally, the grand total should equal the grand total of the Total Budget amount.*
 - *If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee should briefly explain why. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted.*

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Section 9 – Assurances, Certifications, and Signatures

- the **Evaluation Responses**

- 33. At least one person from each 21st CCLC subgrant site will attend all required DDOE-sponsored technical assistance and professional development meetings.
- 34. At least one person from each 21st CCLC subgrant site will attend a state, regional, or national conference on quality programming for school-age students in extended-day learning opportunities, such as the 21st Century Community Learning Centers Summer Institute.

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Section 9 – Assurances, Certifications, and Signatures

We, the undersigned, certify that the information contained in this Delaware 21st Century Community Learning Centers Subgrant Application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, regulations will be met; and, that the indicated lead agency designated in this application is authorized to administer this subgrant.

We further certify that the 34 assurances listed above have been satisfied and will be adhered to, and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Live Signature of:

Superintendent or Chief Executive Officer of the
Local Education Agency

Printed Name:
Local Education Agency:
Date:

Live Signature of:

Chief Executive Officer of the Community Agency

Printed Name:
Community Agency:
Date:

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Attachments:

Memoranda of Understanding (MOU):

3 points

Memoranda of Understanding (MOU), though not legally binding, should describe clearly the specific commitments of staff, services, facilities, equipment, or resources provided by each partner, including estimating monetary value. The MOU should also document the process for the collection and sharing of required school-related indicators including school attendance and academic achievement.

Attach a MOU for each partner listed in “Section 3 – Partnerships and Collaborations.”

Intent to Participate Letter

Federal law mandates that non-public school administrators are consulted in a timely and meaningful manner during the design and development of the program.

Attach an Intent to Participate form for each non-public school in the school(s) service area.

Budget Pages

12 points

Prepare a budget that is justified in “Section 8: Fiscal Management, Budget, and Sustainability” that will adequately cover program expenses. The requested amount should be appropriate and reasonable for the size and scope of the program.

Attach the Budget Pages.

Memorandum of Understanding

between

Partner

and

Partner

This Memorandum of Understanding (MOU) sets for the terms and understanding between the **Partner** and the **Partner** who are providing services and/or financial support to the 21st CCLC program.

Partner name:

Partner representative:

Position:

Address:

Telephone:

Fax:

E-mail:

Partner name:

Partner representative:

Position:

Address:

Telephone:

Fax:

E-mail:

Purpose

The purpose of this MOU is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program (including summer, before school, weekends, evenings, in-service days, vacation breaks, etc.) for students, family engagement activities, staff development, supervision, and program evaluation.

21st Century Community Learning Centers Vision and Overview

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Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21st CCLC investment:

Duties of Parties

In this section, the responsibilities and agreements of each party is described separately.

For the **lead agency or organization**, the responsibilities and agreements could include:

- Serve as the fiscal agent for the grant;*
- Provide needed support including office space, telephone use, and computer use for afterschool staff;*
- Provide classroom space and all other appropriate space to accommodate the afterschool program;*
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool;*
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget;*
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;*
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- Complete paperwork related to any association with the program;*
- Provide access to assessment and other available data for the purposes of program evaluation;*
- Assist the program in developing, implementing, and making progress on its sustainability plan;*
- Recruit and refer students to the afterschool program;*
- Participate on the Advisory Team; and/or*
- Other:*

For the **school partner**, the following may apply:

- Assume payroll responsibilities for afterschool positions, as budgeted;*
- Provide classroom space and all other appropriate space to accommodate the afterschool program;*
- Recruit and refer students to the afterschool program;*
- Communicate and collaborate with all partners;*
- Support the afterschool program in developing appropriate curricula, running an effective homework and/or tutoring program, and establishing clear linkages with the school day;*

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- Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program;*
- Complete paperwork related to and associated with the program;*
- Provide access to assessment and other available data for the purposes of program evaluation;*
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- Assist the program in developing, implementing, and making progress on its sustainability plan;*
- Participate on the Advisory Team; and/or*
- Other:*

For a **community partner**, the following may apply:

- Provide appropriate space or programming to accommodate the afterschool program;*
- Recruit and refer students to the afterschool program;*
- Communicate and collaborate with all partners about rules, expectations, and norms;*
- Communicate and collaborate with school partners about curriculum and instruction;*
- Establish a collaborative relationship between organization staff and afterschool staff;*
- Complete paperwork related to and associated with the program;*
- Provide access to assessment and other available data for the purposes of program evaluation;*
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- Assist the program in developing, implementing, and making progress on its sustainability plan;*
- Participate on the Advisory Team; and/or*
- Other:*

Meetings

All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Advisory Team. The Advisory Team consists of **(list partners)** and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year, or as needed, about key decisions and issues related to successful program implementation. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program. If partners cannot come to a mutual agreement, the LEA School Partner will have final decision-making authority.

Funding

Clearly describe any grant funds, the amount and category (salaries, contracted services, materials and supplies, etc.) that will be provided to the non-lead agency(s):

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In addition, partners will provide (List funds and other commitments)

Duration

The agreement is for a period of one year and may be renewed annually up to five years.

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

(Partner signature)
Partner Printed Name
Position
Organization
Date:

(Partner signature)
Partner Printed Name
Position
Organization
Date:

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INTENT TO PARTICIPATE FORM
in 21st CCCLC during School Year _____

Nonprofit – Private School:

Due Date:

Return to:

As a private school located within the attendance areas of the _____ School District, your school is invited to participate in the following Federal Education Program. Private school students and teachers may receive benefits, services and materials from this federal education program. If your school is interested in participating in these programs, the school district will contact you to begin meaningful, substantial consultations, including discussions on practical aspects of operating federal programs.

Please place a check next to the program in which you would like your eligible students and their teachers to participate. It is important to note that some of the Federal Education Programs listed below are discretionary programs and the school district may not necessarily participate in them.

Title IV, Part B – 21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) program provides before-and after-school services to children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet State and local student performance standards in core academic subjects.

The State Education Agency (SEA) has the basic responsibility for the administration of funds made available under Federal Education Programs. In so doing, it must provide allocations of Federal Education Programs funds to Local Education Agencies (LEAs) and some nonprofit, private schools desiring to participate in the programs in accordance with the state formula.

To complete the funding formula, it is necessary for you to provide or confirm the following data:

- Please Note: Allocations are based on the enrollment figure reported to DOE for the Sept. 30th count and this enrollment figure cannot be changed here.

Allocations are based on the September 30, _____ total enrollment as reported to the Delaware Department of Education.

Number of students:

Please note the following:

- 1) The 21st CCLC program lead agency **will always maintain control of the funds** and will not provide direct funding from these federal education programs to the private school.
- 2) If the private school does **not** sign and return this **Intent to Participate Form** by _____ its students, teachers, and other educational personnel will **not** be qualified to participate in services for the _____ – _____ school year.

.....
 Yes, we will consult with the _____ School District and the 21st CCLC program lead agency regarding our participation in the 21st CCLC Program. I certify that the above data is accurate and verifiable by available records and that the named school is a nonprofit, private school.

No, I am not interested in consulting with the _____ School District and the 21st CCLC program lead agency regarding participating in the 21st CCLC Program.

Private School Name: _____

Head of School Name: _____

Head of School Signature: _____

Date: _____

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Attachment: Budget Forms

Please use and attach a completed State of Delaware Department of Education Federal Funds Budget Form (Excel spreadsheets).