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| Nita M. Lowey 21st Century Community Learning Centers (CCLC) Competitive GrantA picture containing text  Description automatically generatedApplication Planning Worksheet Cohort 15 2021-2022 |

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# General Information

For the Cohort 15 Nita M. Lowey 21st Century Community Learning Center (CCLC) Cohort 15 Grant Competition, all applications must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP) by 12:00 p.m. (NOON) EDT May 13, 2021. Only applications submitted through CCIP as ‘Draft Completed’ will be reviewed and evaluated.

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

# Funding Application Components

## Budget Section

Data entry into the Budget Section Page will be manual, i.e., there are no feeds from BAAS for the LEAs, Charters or Lab schools, as usual for PRC110.



## Grant Details Section

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

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| 1. **Total Amount Requested:** Total amount requested may not be less than $50,000 and may not exceed $400,000 per year, inclusive of both school-year and summer program components. To determine the level of funding eligibility, organizations will utilize the Wallace Foundation Out-of-School Time Cost Calculator and the NC Department of Commerce's County Distress Rankings (Tiers) (links available below).

[Wallace Foundation Out of School Time Cost Calculator](http://www.wallacefoundation.org/cost-of-quality/Pages/default.aspx)  [NC Department of Commerce County Tier Designations](http://www.nccommerce.com/research-publications/incentive-reports/county-tier-designations)$      **Proposed Number of Afterschool Programming Slots (not inclusive of summer slots):**     **Proposed Number of Summer Programming Slots (not inclusive of afterschool slots):**     **NOTE: Must attach a copy of the Wallace Foundation Out-of School Time Cost Calculator results (for afterschool and summer, if applicable) in the Required Documents section of the Funding Application in the CCIP grants management system.** |

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| 1. **Absolute Priority:** Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate.List below, only the names of participating feeder schools for the proposed 21st CCLC program. A “feeder school” is the school that participating students attend during the school day. The poverty percentages for all public schools is listed at: [CCIP Document Library](https://ccip.schools.nc.gov/DocumentLibrary/ViewDocument.aspx?DocumentGuid=f3ad6e10-6071-4e8c-9f28-2e1cbd46db30&inline=true)

 **NOTE:** In the Required Documents section, in the *21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status* template applicants must 1) list the public schools and 2) indicate the average percentage of low-income children attending the public (feeder) schools that will participate in the 21st CCLC program. |
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| 1. **Competitive Priorities:** Applicants must indicate which (**if any**) of the competitive priorities will be met through the proposed 21st CCLC program:
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| 1. [ ]  Jointly submitted by at least one local education agency (LEA) and one other eligible entity

 OR [ ]  LEA unable to partner with a public or private community organization (If checked, please complete narrative box below) If unable to participate in joint-partner submission, explain in detail why there is no joint partner available.     1. Propose that all (100%) schools to be served are identified as [Comprehensive Support and Improvement (CSI) schools](https://files.nc.gov/dpi/documents/accountability/reporting/csi-tsi-list-report2019_october.xlsx) and/or [Targeted Support and Improvement (TSI) schools](https://files.nc.gov/dpi/documents/accountability/reporting/csi-tsi-list-report2019_october.xlsx):

 [ ]  3 points if 100% of identified schools are designated as CSI,  [ ]  2 point if 100% of identified schools are a combination of CSI and TSI1. [ ]  Propose to provide a summer program component (1 point)

Any applicants proposing to provide a summer program component must propose to include that component for each of the years funded in the grant cycle. |

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| 1. **Organization Type:** Indicate the *primary* organization type that is submitting the application as the Fiscal Agent Organization. Check one box only.

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| [ ]  | Local Education Agency (LEA)/Charter/ISD/Lab School |
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|  | **Other Public/Private Organizations:** |
| [ ]  | For Profit  |
| [ ]  | Non-Profit |
| [ ]  | Institution of Higher Education  |
| [ ]  | Faith-Based Organization  |
| [ ]  | City or County Government Agency |
| [ ]  | Community-Based Organization  |

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

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| 1. **Program Structure:** Describe the following program characteristics to demonstrate that theprogram is of sufficient scope to have a measurable impact on student achievement or other student success.

**Availability:** Indicate when programs will operate during the program year.Check all that apply.) [ ]  After School [ ]  Before School [ ]  Evenings [ ]  Saturdays [ ]  Summer     **Students Served:** Indicate the grade level(s) of students to be served in the program. (Check one or more boxes.)[ ]  Grades K-5[ ]  Grades 6-8[ ]  Grades 9-12**Program Centers:** List all sites (i.e., centers) where 21st CCLC programs will be operated throughout the program year. For each site, list the days of operation, number of hours offered each week, and total number of proposed slots that will be available for students. **NOTE: Programs must offer a minimum of fifty (50) slots and each program site must offer a minimum of twelve (12) hours of programming per week.**       |

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| 1. **Program Abstract:** Provide a concise description of the proposed 21st CCLC program that communicates the program mission and vision, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the target population.

If applicant is currently operating a 21st CCLC program, specifically describe how the new proposal will expand or enhance the current program. |
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| 1. **Needs Assessment:** Clearly identify: a) those stakeholders to the program proposes to serve (including feeder school(s), students, and the community); b) data from multiple sources that effectively demonstrate the needs of the stakeholders to be served; and c) the unmet needs of those the program proposes to serve.
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| 1. **Program Design:** Describe: a) the overall program design and its alignment with the needs of targeted stakeholders; b) approach to providing academic improvement activities that will address students’ academic needs; c) enrichment and other activities that will support students’ development and complement the academic program

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

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| [ ]  | Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with1. The NC Standard Course of Study and any local academic standards; and
2. Local curricula designed to improve student academic achievement, particularly in English/Language Arts/Reading and Mathematics;
 |
| [ ]  | Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment; |
| [ ]  | Literacy education programs, including financial literacy programs and environmental literacy programs; |
| [ ]  | Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs; |
| [ ]  | Tutoring services (including those provided by senior citizen volunteers) and mentoring programs; |
| [ ]  | Services for individuals with disabilities; |
| [ ]  | Programs that provide after-school 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 programsPrograms that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness ensuring local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.). |

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| [ ]  | Other:      |

**d) Rationale for Key Program Activities or Practices:** Describe the rationale for key program activities, including citing the research or evidence base or best practice literature that supports the impact of the proposed activities or practices on academic performance, achievement, post-secondary and workforce preparation, or positive youth development of the students.     **e) Sample Program Schedule:** Provide a sample schedule for one week/month of programming for after-school programs. If a summer program is offered, provide a sample schedule for one week of the summer program as well. If the program schedule varies between sites, provide a sample schedule for each. See sample templates available in the Application Guidance, Appendix B.       |

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| 1. **Family Engagement:** Describe: a) the process for assessing family needs for supporting children’s academic success (including literacy and educational development; b) engagement activities (including literacy and educational development) that will be offered to families in support of students’ academic success; and c) schedule of when family engagement activities will occur.

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| 1. **Project Administration:** Describe the program’s implementation strategies and timeline for the for each of the following areas.
2. **Community Outreach:** Describe how the program will regularly inform all stakeholders (e.g., families, local community, schools) about the program access and ongoing student progress.

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

     1. **Professional Development:** Describe the professional development/training that will be provided for staff, including volunteers, and how trainings are aligned to program goals to ensure quality academic and enrichment learning opportunities are provided.

     1. **Student Transportation:** Describe how students will be safely transported to and from the center and home.

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

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| 1. **Capacity to Implement, Partner, and Sustain:** Describe the organization’s: a) past experience/success or capacity to provide high-quality academic enrichment services; b) availability of key resources to be used in the program (e.g., facilities, equipment, technology); c) ability to leverage community-based resources (intended collaborations and partnerships with other organizations to enhance proposed services); d) plan to develop and sustain relationships with schools served; and e) approach to funding sustainability after the grant ends.

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

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| 1. **Evaluation Plan and Use of Data:** Describe:a) a clear set of program effectiveness/student success measures aligned to the program design, which includes at least one attendance measure and one student academic achievement measure; b) a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed; and c) a description of how data will be used for improvement and annual reporting.

***NOTE: If an external evaluator is used, the cost of the external evaluation must not exceed an amount equal to three percent (3%) of the total grant award.***      |

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| 1. **Budget Narrative and Alignment:** Provide a budget and detailed budget narrative that: a) aligns costs with the proposed programming; and b) demonstrates that costs are reasonable and necessary. Include detailed projected costs for each of the following budgetary areas:
	1. Personnel salaries and benefits
	2. Operational costs (includes transportation, rental/leased space, utilities, etc.)
	3. Purchased services (includes contracts for professional development, contracted educational programs, and field trips, etc.)
	4. Supplies and materials
	5. Equipment and furniture purchases

***NOTES:*** * ***In general, total salaries and employer taxes (e.g., FICA, Social Security, Medicare) for all employees for each 21st CCLC program should not exceed seventy percent (70%) of the total yearly budget.***
* ***Grant writer fees and costs associated with entertainment are unallowable under this grant.***

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| 1. **Dun and Bradstreet D-U-N-S Number:** Enter the D-U-N-S number for the applicant organization’s fiscal agent.Applicants must obtain a D-U-N-S number prior to submitting the 21st CCLC Application on CCIP. To obtain a D-U-N-S number, go to: <http://fedgov.dnb.com/webform>.

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## Related Documents Section

### Required Documents

 Posted on the 21st CCLC Document Library in CCIP at: <https://ccip.schools.nc.gov/DocumentLibrary>

* 21st CCLC Basic Organization Information (includes Organization Information, Fiscal Agent, Program Director) (template provided)
* Organizational Chart (no template)
* Statement of Assurances (template provided)
* Debarment Certification (template provided)
* Criminal Background Check Certification (template provided)
* Organization’s Written Fiscal Procedures (no template provided)
* Financial Audit/Status Statement (no template provided)
* Private Schools Consultation (template provided)
* Total Cost Worksheet (Excel template provided)
* Wallace Foundation Cost Calculator Outputs (no template, use Output form(s))
* 21st CCLC Proposed Feeder School(s) with School Poverty and Performance Status (Excel template provided)
* 21st CCLC Data Integrity and Confidentiality Certification form (template provided)
* System for Award Management (SAM) Entity Registration (no template provided)

### Optional Documents

* Letters of Commitment/Partnership Agreement (Used to support rating for Section 9: Capacity to Implement, Partner, and Sustain)
* Budget Form FPD 208 (after grant is approved for non-LEAs) – this will become Required after award
* Memorandum of Understanding (MOU) (This document is required if application is jointly submitted by at least one local education agency (LEA) and one other eligible entity.) (Template provided)