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Nebraska

**21ST CENTURY
COMMUNITY LEARNING CENTERS**



2020 Technical Assistance for Applicants

(This technical assistance packet expires 02/04/19)

**Nebraska 21st Century
Community Learning Centers Grant Program**

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Introduction

The Nebraska 21st Century Community Learning Centers (CCLC) grant program staff is pleased to share the *Technical Assistance for 2019 Applicants*. It is designed to assist in the development of an application for a 21st CCLC grant. Some of the information is taken verbatim or adapted from the Federal Non-Regulatory Guidance. Additional technical assistance specific to the Nebraska program has been included. Interspersed throughout the *Technical Assistance* are “Experience and Practice” vignettes (see the Table of Contents for more detail).

Sections A - E focus on the requirements of the 21st CCLC statute as well as the U.S. Department of Education (USDOE) and the Nebraska Department of Education’s (NDE) interpretation of these provisions. Throughout this document, you will find guidance that interprets the requirements of the statute, represents the findings of research and experience, promotes high-quality programs that directly promote student learning and achievement, and involve diverse stakeholders within each community in planning and delivering program services.

Sections G-M provide examples of completed forms, the application scoring sheet (rubric) that will be used by review team members to score proposals, as well as other resources on afterschool programs. A listing of selected published research articles on afterschool programs is included, as well as the federal authorizing statute in full.

If you have questions or need further information regarding the 21st Century Community Learning Centers Grant Program, please contact Jan Handa, Statewide Coordinator, Nebraska 21st Century Community Learning Centers Grant Program, at (402) 471-0876 or via e-mail to jan.handa@nebraska.gov. See the Nebraska 21st CCLC web site at <http://www.education.ne.gov/21stcclc> for additional information.

SECTION A. OVERVIEW OF THE 21st CENTURY COMMUNITY LEARNING CENTERS (21st CCLC) GRANT PROGRAM

A-1: What is the relationship between the 21st CCLC and other Federal programs?

The 21st CCLC serves as a supplementary program that can enhance State or local reform efforts to improve student academic achievement and to support their overall development. In particular, 21st CCLC funds will create and expand afterschool programs that offer learning opportunities for students and their families. Once these programs have been established with 21st CCLC funds, other Federal, State, or local funds can also be used to provide activities and services in these centers. Some illustrative examples of how 21st CCLC programs can operate in conjunction with other Federal programs to meet mutual goals and provide additional resources to target populations are provided below.

Experience & Practice #1: Relationship Between 21st CCLC and Other Federal Programs

Title I funds, in concert with the 21st CCLC program funds, can provide expanded learning programs in schools that integrate enrichment and recreation opportunities with academic services. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other Federal programs can also complement local 21st CCLC programs. Many current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for "Afterschool Snacks," and in some cases to provide supper to young children. Local communities can also participate in USDA's Summer Food Service program. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. 21st CCLC programs can also utilize Federal funding available through local prevention grants under Title V of the Juvenile Justice and Delinquency Prevention Act (administered by the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice). Further information on local prevention grants can be found on the OJJDP website, <http://www.ojjdp.gov/>.

In no case, however, may 21st CCLC funds supplant other Federal, State or local funds.

Experience & Practice #2: Staff Development

To sustain a quality program, staff and volunteers who will be delivering academic support and enrichment services should be provided with ongoing training and learning opportunities, both to ensure that they interact appropriately with students and families, and also to prevent high rates of student turnover. Staff training should focus on how to work with children, how to negotiate, and how to address the needs of students of different ages, races, cultures, and disabilities. Training can also give staff ideas for enrichment and hands-on activities, greater expertise in academic subject matter, knowledge in assessing student progress, and strategies for implementing the different program components of academics, enrichment, and recreation for students and their families.

A-2: What is the relationship between the 21st CCLC program and the school district?

Although a 21st CCLC grant may be awarded to an entity other than a school district, it is required that all grant-funded programs will operate in partnership with the school district. There should be ongoing program planning to align the CLC policies and curriculum with those of the district (see Parts 6 A-C of the Application for more details).

SECTION B. STATE COMPETITIVE GRANTS TO LOCAL ENTITIES

B-1: What organizations are eligible to apply for 21st CCLC funds?

Any public or private organization is eligible to apply for a 21st CCLC grant. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute encourages eligible organizations applying for funds to collaborate with the schools the students attend. The statute also allows a consortium of two or more agencies, organizations or entities to apply.

B-2: Is a local applicant eligible to apply for a grant if it has no prior afterschool experience?

Organizations do not have to demonstrate prior experience in providing afterschool programs to be eligible to apply for a grant. However, in its application, an organization that does not have such experience must demonstrate promise of success in providing evidence-based educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Experience & Practice #3: Positive Youth Development

Positive youth development refers to a philosophy and approach to working with young people that recognizes that: (1) multiple domains of young people's development—cognitive, social, emotional, physical and moral—are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development. Inclusion of family members and community adults as models/mentors is critical to positive youth development.

Experience & Practice #4: Link Between Data, Program Length and Sustainability

Each year, participating organizations should collect data that can help them analyze and refine their programs based on the impact of the activities. Programs with proven effectiveness are those that are most likely to be sustained after the 21st CCLC grant funding ends. Current practice and research strongly suggest that it takes a period of approximately five years of continual revision and improvement for a community to fully implement a successful program.

Experience & Practice #5: Collaboration

Each local community will have assets in terms of services and personnel. Effective partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, community learning centers that partner with a county hospital, the local church, and a printing company in the community might more easily offer health care information, have church volunteers serving snacks for the program, and promote the program with free copying services.

B-3: May a community learning center be located or take place outside of a school?

Yes. The state may approve an application for a community learning center to be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. Whether the program takes place in a school building or other facility, the applicant must address how students will travel safely to and from the community learning center and home.

Experience & Practice #6: Hours of Operation

NDE requires minimum hours of operation depending on the services provided. See the application packet page A-4 for more information. Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. To ensure that children have ample expanded learning time, centers should be open at least twelve hours per week (typically upon school dismissal until 6:00 p.m.) at least four days per week. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

B-4: Who may serve as the fiscal agent for a 21st CCLC grant?

Any eligible entity (local educational agency, community-based organization, or other public or private entity) may serve as the fiscal agent for a 21st Century Community Learning Center grant. Fiscal agents must annually register in the SAM (System for Award Management) and must have a DUNS (Dun & Bradstreet) number. Fiscal agents are subject to approval by NDE. Requests to act as the fiscal agent will be considered based on the following criteria:

- previous experience administering local, state or federal grants or projects of similar size and scope,
- proven fiduciary responsibility through one or both of the following:
 - annual audits, and/or
 - adequate fiscal controls to meet federal and state guidelines/regulations,
- linkage with the school district(s) and the school site(s) to be served.

B-5: May 21st CCLC program funds support communities that are already implementing afterschool activities?

Yes. 21st CCLC funds may be used to *expand and enhance* current activities provided in existing afterschool programs, whether supported by public or private funds. Again, grantees must bear in mind that 21st CCLC funds can be used only to supplement and not supplant any federal or non-federal funds used to support current programs. See also C-9.

B-6: May a state use 21st CCLC funds to award a planning grant to an organization that currently does not provide any out-of-school time activities?

No. Funds under this program must be used to provide services and cannot exclusively support planning. The legislation requires a local applicant to demonstrate prior experience or promise of success in providing educational or related activities. Local applicants should plan for implementation prior to applying for the grant. However, grantees may use funds for ongoing planning throughout the grant period to strengthen the program based on evaluation results.

B-7: Are religious organizations, including entities such as religious private schools, eligible to receive 21st CCLC grants from the state?

Yes. Faith-Based Organizations (FBOs) are eligible to apply for local grants provided they meet all statutory and regulatory requirements of this program. In order to ensure that a local grantee, including a FBO, meets the program's purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, the state may not discriminate against grant applicants with regard to religion. Thus, faith-based and community-based organizations are encouraged to apply for local grants on the same basis as other applicants.

Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer.

B-8: Are public charter schools eligible to participate in the 21st CCLC program?

Yes. Under State law, public charter schools are generally either local educational agencies or public schools within an LEA. As such, public charter schools are eligible to be considered for support on the same basis as other schools or LEAs in the State. If a charter school is designated as an LEA under State laws and meets the eligibility requirements outlined in question B-1, it may apply to the State for an award as an LEA. If a charter school is considered a school within an LEA, it may receive funding through an award to the LEA.

Whether or not a charter school applies for a grant, students who attend charter schools and reside within the geographic boundaries of a public school building that offers a 21st CCLC program may participate in 21st CCLC programs established through an application submitted by other organizations.

B-9: May an educational service unit within a State apply for 21st CCLC program funds on behalf of eligible schools for which it provides services?

Yes. An educational service unit may apply for and receive a grant. States may award funds to such agencies to coordinate and carry out activities for LEAs, other participating organizations, or consortia of organizations.

B-10: Are private school students eligible to participate in 21st CCLC activities carried out in public schools?

Yes. Public school districts submitting an application must have a meaningful discussion with an authorized representative or designee of each nonpublic school geographically located within each public school building attendance area to document that the nonpublic school was consulted regarding potential participation in the grant activities. Participating public and nonpublic schools must then reach an agreement about what "equitable participation" means. Following the consultation, it is the responsibility of the public school district to complete a

[Nonpublic School Participation Form](https://cdn.education.ne.gov/wp-content/uploads/2019/04>Title-INonpublicConsultation_20182019_UPDATED_4-5-19.pdf) (NDE 34-014) for each nonpublic school (or group of schools represented by their designee) and attach the completed forms in the grant application. A list of Nebraska public schools and the nonpublic schools that each must consult is available at https://cdn.education.ne.gov/wp-content/uploads/2019/04>Title-INonpublicConsultation_20182019_UPDATED_4-5-19.pdf.

B-11: May several organizations form a consortium to apply for 21st CCLC funds?

Yes. Communities or organizations may apply together to share resources, as long as statutory requirements are met.

B-12: How does the legislative requirement for a minimum award of \$50,000 per grant apply to a consortium of organizations?

The minimum grant award is \$50,000 per year regardless of how many organizations take part in the consortium. However, one entity must be designated as the fiscal agent on behalf of all members of the consortium.

SECTION C. USE OF GRANT FUNDS

C-1: What activities are allowable under this grant program?

See pages A-5 – A-6 of the application.

Experience & Practice #7: Academic Enrichment Activities

Academic enrichment can include tutoring in core academic subjects and provide extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. Such activities might include: chess clubs to foster critical thinking skills, persistence and other positive work habits; theatre programs to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making; book clubs to encourage reading and writing for pleasure; cooking programs to foster application of reading, writing, math and science skills; poetry contests to encourage reading, writing and speaking; woodworking programs to encourage planning, measurement, estimation and other calculation skills; and computer clubs, including newspaper publishing, to promote writing, editing and knowledge of and comfort with technology.

These kinds of enrichment programs are consistent with evidence of the importance of constructive learning activities during the non-school hours. For example, researcher Reginald Clark found that economically disadvantaged youth who participated in constructive learning activities for 20-35 hours per week performed better in school than their more passive peers.

C-2: What are some examples of allowable and non-allowable costs?

Expenditure	Allowable or Non-allowable	Rationale
Flowers, gifts or lunch for staff	Non-allowable	Considered entertainment, which is prohibited
Snacks for student participants	Allowable	All grantees must participate in applicable USDA nutrition programs.
Food or meals for parents/family members	May be Allowable	Must meet all current NDE requirements for such activity.
Food or refreshments for training events	May be Allowable	Must meet all current NDE requirements for such activity.
Tickets to the opera	May be Allowable	Ok if the ticket cost is reasonable and the event is clearly associated to furthering the grant goals.
Costumes for an afterschool play	May be Allowable	Ok if used exclusively by the afterschool program. If other programs use the costumes, the costs should be shared directly or through indirect costs.
A van to transport students home	Non-allowable	Capital expenditures such as this are not allowable. However, a 21 st CCLC program can pay charges for the use of a van owned by another program or entity.
A ropes course for students	May be Allowable	Grant funds cannot be used to construct or build a ropes course. However, fees to use an existing course would be allowable.
Cost of transitioning from half-day to full-day kindergarten	Non-allowable	The 21 st CCLC program cannot pay the costs of regular school day programs or activities.
Budget reductions in locally funded out-of-school time program	May be Allowable	A school cannot completely cut an existing district-funded out-of-school time program and expect the 21 st CCLC program to compensate for the loss. This would be considered supplanting. However, if <u>all</u> discretionary programs were cut, this reduction may be allowable.

C-3: Can 21st CCLC program funds support services to adults?

Yes. Adult family members of students participating in a 21st CCLC may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental engagement in their child's education and family literacy. Services may be provided to families of students to advance the students' academic achievement. However, programs are open only to those adults who are members of the families of participating children. See page G-52 for the definition of family member.

C-4: Can 21st CCLC program funds support services for pre-kindergarten children?

Yes. However, services for pre-kindergartners are limited to enrolled kindergartners during the summer months immediately preceding the child's entry into kindergarten.

C-5: Several civil rights laws apply to recipients of Federal grants. Do these laws apply to private organizations that receive a grant under this program?

Yes, these laws apply to recipients of federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975. Section 9534 of the Elementary and Secondary Education Act in effect provides that nothing in that Act disturbs the application of these laws. By the same token, the Act does not alter the applicability of other non-discrimination laws that are unrelated to the receipt of federal funds (such as Title VII of the Civil Rights Act, which forbids employment discrimination on the basis of race, color, religion, sex, or national origin, but also contains certain exceptions).

C-6: Which Equitable Access and Participation regulations apply to this program?

Section 427 of the General Education Provisions Act (GEPA) affects applicants for this grant program. All applicants will include information to address this provision under the "Equitable Access" portion of the Management Plan. Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers might prevent your students, teachers, etc. from such access or participation in the project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the funds awarded to it to eliminate barriers it identifies.

C-7: What are some examples of how an applicant might satisfy the Section 427 GEPA requirements?

The following examples may help illustrate how an applicant may comply with Section 427 of GEPA.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls to encourage their enrollment.

C-8: In Nebraska, can 21st CCLC activities take place during the regular school day?

No. Services are to be provided outside the regular school day, that is, afterschool, evenings, weekends, or summer. The program may offer services to students during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days. However, activities targeting adult family members may take place during regular school hours, as these times may be the most suitable for serving this population.

C-9: Can the 21st CCLC local grantees work with other Federal, State and local programs that have related purposes?

Yes. The USDOE strongly encourages local programs to identify other sources of related funding and to describe, in their applications, how all of these resources will be combined or coordinated to offer a high-quality, sustainable program. Each local application must identify Federal, State, and local programs that also offer afterschool services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. However, 21st CCLC funds awarded to local grantees must be used only to supplement the level of federal, state, local, and other non-federal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available. 21st CCLC grantees are encouraged to seek partners especially able to increase family and community engagement in schools.

C-10: How does 21st CCLC fit within the broader context of a school's improvement plan?

A 21st CCLC program can be an important component in a school improvement plan, particularly as it offers expanded learning time to help children meet State and local academic standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

C-11: May the fiscal agent charge indirect costs to their 21st CCLC grant?

Yes. Indirect costs are those costs which are not readily identifiable with the activities of the grant, (i.e., accounting, payroll, budgeting, purchasing). These costs are not to be confused with administrative costs (salaries, benefits) for staff conducting grant activities readily identifiable with the grant and documented by time and effort logs. NDE calculates indirect cost rates for all school districts and ESUs each year in the spring. For entities other than a school district, the rate that will be in effect is the lesser of either the school district restricted indirect cost rate or the approved indirect cost rate of the entity approved as the fiscal agent. The 2019-20 restricted indirect cost rates are available at

<http://www.education.ne.gov/fos/ASPx/IndirectCost/Default.aspx>.

C-12: May a grantee charge pre-award costs to the 21st CCLC grant?

No. If the local organization incurs financial obligations prior to or after the grant period, they will be the responsibility of the grantee.

C-13: Can a grantee charge the 21st CCLC grant for costs incurred after the grant period?

An organization that receives a 21st CCLC grant may use 21st CCLC funds for allowable costs only during the grant award period. For example, a grantee is free to enter into a multi-year contract with a service provider; however, 21st CCLC funds may only be used for allowable costs related to that contract occurring within the grant award period.

C-14: What happens to grant funds if a grantee is not making substantial progress and continuation funding is denied?

If it is determined that a grantee is not making substantial progress and continuation funding is denied, the state may redistribute any unobligated 21st CCLC funds, even if doing so would reduce the funds available to the grantee below \$50,000.

C-15: May a grantee use 21st CCLC grant funds to pay or reimburse a proposal-writing firm for developing its grant application?

No.

C-16: Must community learning centers provide services free of charge?

No. However, programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. The priority of the program is to serve students in poverty. Program income is defined as income received by the grantee directly generated by a grant-supported activity, or earned only as a result of the grant agreement during the grant period (e.g., fees). Programs funded on or after April 7, 2017 may not charge fees to students eligible to receive free lunch, reduced lunch, or who attend a school building designated as a Community Eligibility Provision (CEP) site. Income collected from fees must be used to fund program activities specified in the grant application.

C-17: Are there restrictions on the use of program income?

Yes. Program income must be used to supplement services to eligible students participating in the 21st CCLC program and cannot be used to extend the program to an ineligible student population. All program income generated during the grant period must be obligated or expended during the annual performance period in which it was collected. Nebraska grantees wishing to charge parent fees for student participation will be required to submit an annual Program Income Plan that includes 1) the purpose for generating the program income and justification to charge parent fees, 2) a clearly articulated plan describing how the fees will be spent on allowable activities per statute to supplement the program during the current budget period, and 3) the proposed sliding fee scale that includes the statement "No child will be denied services because of an inability to pay."

C-18: Are there specific object codes that must be used when preparing the budget forms in the grant application?

Budget object codes (and definitions in large part) are taken from the [Program Budgeting, Accounting and Reporting System for Nebraska School Districts Users' Manual](#) (revised June 25, 2019). See the manual for definitions of the line items. Applicants who use an accounting system with different budget object codes must provide a key to cross reference the grant application forms with the accounting codes actually used. This becomes especially helpful for grantees that use a computerized accounting system that is different from the state system.

C-19: What policies may be waived if requested in the 21st CCLC grant application document? Where in the application are the waivers to be requested?

If sufficient need is demonstrated, requests for waivers of application policies may be granted. Waivers may be requested in the following areas:

- To waive the competitive priority #2 requirement that the application be submitted jointly by at least one school building benefiting from 2016-2017 Title 1, Part A funds and at least one public or private community-based organization (CBO) due to the lack of a CBO within reasonable geographic proximity and of sufficient quality;
- If minimum service hours will not be provided (at least 12 hours/week for afterschool services, and at least 4 hours/day on non-school days, including summer break);
- To exceed the \$15/hour or \$120/day (inclusive of benefits) limit, or the school district contract rate for stipends for grant-related non-contract time work.

All waivers must be requested in Part 8A – Adequacy of Resources.

SECTION D. EVALUATION & ACCOUNTABILITY

D-1: What are the evaluation requirements for local grantees?

Each grantee must undergo a continuous improvement evaluation process to assess its progress toward achieving the goals of the 21st Century Community Learning Centers. The evaluation must be based on the factors included in the *Measures of Effectiveness*. The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request. Local grantees, working with NDE, must evaluate the academic progress of children participating in the 21st CCLC program. A systematic evaluation process to facilitate continuous improvement of programs has been developed in Nebraska which includes federal data (grantee profile and annual performance report data), state data (MS Access database containing student, program, and survey data), and local evaluation activities.

Experience & Practice #8: Recommendations for Afterschool Programming

After-School Programs and the K-8 Principals, developed by the National Association for Elementary School Principals (NAESP), in cooperation with the National Institute on Out of School Time, The National School-Age Care Alliance, and the USDOE, identifies standards for quality school-age child care. One of the standards of excellence that specifically pertains to afterschool programming reflects a commitment to promoting knowledge, skills, and understandings through enriching learning opportunities that complement the school day. Specifically, high-quality afterschool programs should offer opportunities for children to develop in the following areas:

- Communication skills in reading, writing, speaking, spelling, and listening.
- Math skills in computation, application, and problem solving.
- Scientific inquiry into the natural and physical world, as well as practical applications of science and technology.
- The interrelationships of people and cultures to historic, geographic and economic environments.
- Participation in the arts, including visual arts, music, dance, and drama.
- Development of physical fitness and motor skills through sports and other physical activity.
- Opportunities for problem-solving that strengthen decision-making and higher-level thinking skills.
- Study and time-management skills to encourage children's responsibility for their own learning.
- Personal and civic responsibility and the significance of service to others.
- Appreciation of, and respect for, differences in culture, race, and gender.
- Skill development in computer and multimedia technology.

(Source: The National Association of Elementary School Principals. *After-School Programs & The K-8 Principal*, p.7.)

Experience & Practice #9: Nebraska State Board Position Statement on Expanded Learning Opportunities

The Nebraska State Board of Education believes that in order to help prepare future generations of Nebraska youth for success in life, Nebraska's schools, families and communities must work together to provide multiple opportunities for healthy growth, development and academic success.

The Nebraska State Board of Education recognizes that the traditional school calendar does not fit all students' needs. The typical school day may not provide adequate time for students needing additional educational and enrichment opportunities in order to experience academic success; particularly students who are limited English proficient, live in poverty, or those who may start the school year learning below their grade level. Quality Expanded Learning Opportunities (ELO) programs build on, support, and enhance learning during times when students are not in school (before and after school, weekends, and summer) and are, therefore, a critical component of Nebraska's educational landscape and one that should be intentionally supported and developed in communities across our state.

Quality expanded learning principles include the following:

- Administration with sound management and well-developed systems
- College/career awareness and readiness
- Community-school partnerships and resource sharing
- Diverse, prepared staff including certificated educators
- Engaged learning
- Family engagement
- Intentional programming aligned with the school day program
- Ongoing assessment and improvement
- Participation, access and support during transitions
- Safety, health, and wellness

Elements adapted from Afterschool Alliance
www.afterschoolalliance.org

The Board, therefore, encourages Nebraska school district partnerships with community stakeholders to adopt a vision for quality expanded learning opportunities.

D-2: What data will grantees have to report annually?

Standard or core evaluation data across grantees will be collected. Examples of some of the data that will be collected are listed below.

Grant Level Data

Quality of program

Program objective attainment – status, changes, comments

Planned project and/or site adjustments based on formative evaluation results

Community collaboration and involvement

Professional development of staff

Center Level Data (Data must be submitted for each center)

Characteristics of the center	Characteristics of the host schools
Center participation	Hours of operation
Student demographics	Regular attendees vs. non-regular
Activities provided	Linkages to school day
Observational ratings of programs	Staffing

Student Data (Data must be submitted for each center)

Grade level
School building attended
Regular attendee's performance on reading, mathematics and science district objectives (collected on teacher survey)
Behavior and attendance
Social interaction

Data Collection Instruments Provided by the State

Teacher survey
Student survey
Parent survey
Staff survey
Community Partner survey

Experience & Practice #10: Evaluation Recommendations and Resources

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each local program should have objectives with specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, local grantees should identify data sources that are available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success.

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.

SECTION E. LICENSURE

E-1: On what basis is it determined if my organization will need to be licensed?

In general, the rule of thumb is: compensation = regulation. If any fee is charged (sliding scale or not), the service provider (at the site where care is provided) must be licensed by the Nebraska Health & Human Services System (HHSS) as a child care center. Nebraska child care and school age licensure requirements are listed in Title 391, Nebraska Administrative Code Chapters 1-9. The licensure requirements can be accessed at <http://dhhs.ne.gov/licensure/Pages/Child-Care-Licensing.aspx>.

E-2: Whom may I contact for more information?

Regional DHHS licensure representatives are available to provide guidance on obtaining a license for a child care or school age center.

SECTION F. MISCELLANEOUS

F-1: What portions of the USDOE's General Administrative Regulations (EDGAR) apply to the 21st CCLC program?

The USDOE's General Administrative Regulations (EDGAR) apply to the 21st CCLC program, particularly Part 76—State Administered programs, Part 77—Definitions that Apply to Department Regulations, Part 82—New Restrictions on Lobbying, Part 85—Governmentwide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants), Part 99—Family Educational Rights and Privacy. For more information, go to their website at <http://www2.ed.gov/policy/fund/reg/edgarReq/edgar.html>.

The Office of Management and Budget (OMB) distributes OMB Circulars, which are administrative policy documents that give instructions to federal agencies on a variety of topics, including the administration of federal grants. The USDOE adopted the Uniform Guidance (2 CFR Part 200) on 12/19/14 to streamline and consolidate government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes. For technical assistance, go to <http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>.

F-2: How can school data on free and reduced-cost meals (poverty), mobility, and English Learners (EL) be accessed?

School building data required to determine eligibility for the Absolute and Competitive Priorities is available on the NDE web site. Use the figures reported to NDE as published in the 2018-19 Nebraska Education Profile, released mid-December, 2019 at <http://www.education.ne.gov/>.

F-3: What information will be requested of grantees to document duties and responsibilities among partners?

A formal agreement between the partners does not need to be included in the application. However, in a cooperative project it is highly advisable to agree on and document key programmatic issues so that all partners are fully aware of their responsibilities. For example, who will have ultimate decision-making authority? Will a single person be given this authority or will a board be established to make decisions? How often will consortium partners meet? How will special needs of children be addressed? Who will be responsible for insurance? Who will handle the budgeting issues? Who will handle the accounting and auditing responsibilities? Each consortium applicant should develop a written agreement that documents:

- The purpose of the partnership (e.g., to establish, maintain, and operate before- and afterschool programs within the school building attendance boundaries of the participating schools);
- The governing body of the consortium;
- Governance issues;
- Meeting frequency;
- Communication processes;
- Reporting project progress through submission of annual reports, surveys, and requested evaluation data;
- Budgeting;
- Fiscal duties; and
- Other issues pertinent to the local group, such as hiring, exchange of information, and space needs.

F-4: What is the policy regarding equipment ownership?

Unless otherwise provided by applicable law or regulation, any personal property or equipment purchased with 21st CCLC grant funds is considered the property of the grantee. Any other proposed ownership of property or equipment purchased with 21st CCLC grant funds must be requested in Part 8A – Adequacy of Resources.

F-5: When is an interlocal agreement necessary? What information should be included in an interlocal agreement?

It is recommended that entities that will be entering into a cooperative seek legal advice on these written agreements. Grantees should be aware that the Interlocal Cooperation Act (13-801 through 13-827 R.R.S.) only applies to agreements between governmental entities. Non-governmental entities cannot be parties to agreements under that Act.

F-6: In what order should the application be assembled?

Order of Application Contents

Cover Page (NDE 34-037) (Part 1)	Staffing Summary Table (Part 6C)
Statement of Assurances Signature Page (NDE 34-038) (Part 1)	Staffing (Part 6C)
Consortia Partners Signature Page (NDE 34-035) (Part 1)	Collaboration and Partnerships (Part 6C)
Nonpublic School Participation Form(s) (NDE 34-014) (Part 1)	Equitable Access (Part 6C)
Table of Contents (Part 2)	Site Location (Part 6C)
Abstract (Part 3)	Sustainability (Part 6C)
Site Summary Form (NDE 34-034) (Part 4)	Fiscal Management (Part 6C)
Need (Part 5)	Evaluation (Part 7)
Program Goals (Part 6A)	Adequacy of Resources (Part 8A)
Program Administration (Part 6B)	Budget Summary (NDE 34-016) (Part 8B)
Schedule of Operation by Site Table (Part 6B)	Budget Justification for Grant Funds Only (NDE 34-018) (Part 8B)
Management Plan (Part 6C)	Budget Justification for Partner/Local Fiscal Support Only (NDE 34-019) (Part 8B)
	Appendix (Part 9)

F-7: Which evidence of mailing date is acceptable?

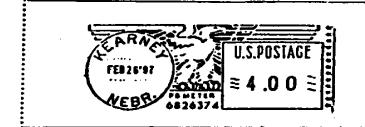
Regardless of the method of delivery chosen, it is strongly recommended that applicants retain a receipt to verify the mailing or delivery date. The use of certified mail is encouraged to provide a postmarked receipt for applicant files. The applicant must show proof of mailing on or before the deadline date consisting of one of the following methods:

- (1) a legibly dated U.S. Postal Service postmark on the mailing container,
- (2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, or
- (3) a shipping label, invoice, or receipt from a commercial carrier (e.g., FedEx®) showing the date on which the application was submitted to the carrier.

See the following page for detailed examples.

Submitting the Grant—Evidence of Mailing Date

NOT ACCEPTABLE: Private (not U.S. Post Office) meter marks which are not additionally postmarked by a U.S. Post Office. The following are examples of private meter marks. Packages with privately metered postage must be mailed "across the counter" at a U.S. Post Office in order to be postmarked.

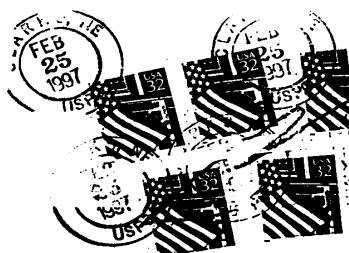


ACCEPTABLE: 1) A legibly dated U.S. Postal Service postmark on the mailing container.

Example 1a) Private meter postage may be used as long as the package is postmarked by the U.S. Post Office to verify the mailing date as shown in the example below. Use of certified mail is encouraged (but not required) so the package can be traced if lost. Certified mail also provides a postmarked receipt.



Example 1b) Stamps may be used as long as the package is postmarked by the U.S. Post Office.

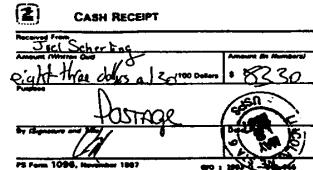


Example 1c) Dated postage affixed by the U.S. Post Office. No additional postmark is required.

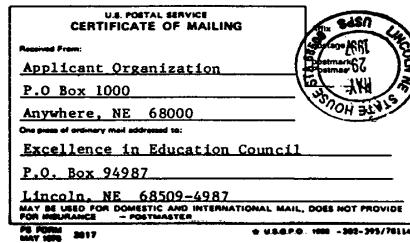


2) A legible mail receipt with a postmark by the U.S. Postal Service.

Example 2a) Postmarked "Cash Receipt."



Example 2b) Postmarked "Certificate of Mailing."



3) A dated shipping label, invoice, or receipt from a commercial carrier (e.g. FedEx).

Example 3a)
Dated shipping label.
A self-dated shipping label would not suffice unless the date of receipt of the package was recorded and initialed by the carrier employee.



SECTION G. DOCUMENT SAMPLES

G-1: What information should be included in the letter of intent to apply for this grant? When is the letter of intent due?

The letter of intent identifies the applicant, the school building(s) to be served and the collaborating agencies. It is due no later than December 3, 2018.

SAMPLE LETTER OF INTENT

<Date>

Jan Handa
21st Century Community Learning Centers Grant Program
Nebraska Department of Education
301 Centennial Mall South, P.O. Box 94987
Lincoln, NE 68509-4987

Dear Jan:

On behalf of <insert school or consortia name>, we the undersigned would like to submit this letter of intent to apply for the Nebraska 21st Century Community Learning Centers Grant. As of the present date, the application will propose service to the following school buildings:

<insert each public and private school building to be served>

The following community-based organizations (CBOs) will be included in the planning and implementation of the services provided by the proposed grant project:

<insert each CBO that will collaborate>

In year 1 it is estimated that approximately <number of> students across the entire project will be served.

We, the undersigned recognize that this letter of intent does not bind us to (a) submit an application or (b) submit an application that includes the exact schools or CBOs listed herein. We understand that this letter of intent will be used by the Nebraska Department of Education to communicate with prospective applicants and to adequately prepare for the grant review process.

Sincerely,

<u><Primary contact name></u>	<u><Primary contact name></u>
<u><Title, Organization></u>	<u><Title, Organization></u>
<u><Phone Number></u>	<u><Phone Number></u>
<u><E-mail address></u>	<u><E-mail address></u>

G-2: When is a letter of commitment necessary? What information should be included in a letter of commitment?

A letter of commitment must be provided to document any partner/local fiscal support of \$1,000 per year or more to the project by the lead agency, co-applicants, or other organizations. All

contributions, regardless of the dollar amount, must be listed in the budget and must be donated or expended within the project duration for the benefit of the project activities. Partner/local fiscal support includes monies that will be donated by or on behalf of the applicant and/or partners for activities specified in the proposal. It also includes other contributions such as services, overhead costs, the cash value of staff time donated for grant work, instructional materials, equipment, or supplies which will be donated for the implementation of activities specified in the proposal.

An example of a letter of commitment documenting partner/local fiscal support of \$1,000 per year or more follows below.

SAMPLE LETTER OF COMMITMENT

Date

Lead Agency Representative Name

Lead Agency Organization

Address

City, State, Zip

Dear:

Substantiation of Contributions

XYZ Investment Company is pleased to support the ABC Consortium Before- and Afterschool Program by committing to provide the following contributions to the project if it is funded:

- A financial consultant that will act as an instructor for the investment course for middle school students. The average hourly rate of pay for these consultants is \$35 per hour. Therefore, the value of the contribution is \$35/hour x 1 hour/week x 36 weeks = \$1,260 per year.
- Print materials and miscellaneous supplies estimated at \$75 per year.

Total partner/local fiscal support = \$1,335 per year.

Evidence of Prior Experience or Promise of Success

The XYZ Investment Company has offered investment courses to middle and high school students in our community for five years. Students rate the course highly. The course instructors have experience in working with students.

The proposed class offers a unique educational opportunity that XYZ business fully supports. We are pleased to be a part of this exciting project.

Sincerely,

John Doe
CEO
XYZ Investment Company

G-3: What tables and forms are required to be completed in the application? Are they available electronically?

The required tables and forms are summarized on page A-11 of the Application. Interactive forms are available on the Nebraska 21st CCLC web site and may be accessed at http://www.education.ne.gov/21stcclc/Grant_Application/TablesForm/TablesFormHomepage.html. Forms are available in either PDF or Microsoft Word (WORD) format. See the following pages for completed examples of all required tables and forms.

Examples of Completed Required Tables and Forms For a First-Time Grant Application

PART 6-B -- SCHEDULE OF OPERATION BY SITE			
Building Site: XYZ Elementary School ①			
	After-School	Full Days During School Year	Full Days During Summer Break
Number of students served	85	85 ②	85
Organization operating site	XYZ Elementary School	XYZ Elementary School	XYZ Elementary School
Collaborating partners at site	<ul style="list-style-type: none"> • YMCA • Region II Human Services • ABC Community Church • Boy Scouts ③ 	<ul style="list-style-type: none"> • YMCA • Region II Human Services • ABC Community Church • Boy Scouts 	<ul style="list-style-type: none"> • YMCA • Region II Human Services • ABC Community Church • Boy Scouts
Months of year services provided	Aug. - May	Aug. - May	May - Aug.
Days of week services provided	Mon. - Fri.	As scheduled	Mon. - Fri.
Daily hours of operation	3:00 – 6:00 p.m.	7:00 a.m. – 6:00 p.m.	7:00 – 6:00 p.m.
Meal provided	No	Yes	Yes
Snack provided	Yes	Yes	Yes

PART 6-C – STAFFING SUMMARY						
④	Position	Name	Minimum Qualifications	Project Responsibilities	Student: Staff Ratio	FTE/Hours per week
Project Director	Jackie James		<ul style="list-style-type: none"> • Bachelor's degree • Administrative/management experience • Teaching experience preferred 	<ul style="list-style-type: none"> • Lead project & provide oversight • Hire and train staff • Develop policies & procedures • Coordinate activities with regular school staff • Facilitate partnerships and leverage funds • Achieve accreditation • Supervise the collection and analysis of program data 	NA	1.0 FTE
Site Supervisors	TBA		<ul style="list-style-type: none"> • Associate's degree, bachelor's preferred • Knowledge of child/youth development • Teaching experience preferred 	<ul style="list-style-type: none"> • Coordinate & supervise all site activities • Coordinate activities with regular school staff • Collect required data including daily attendance 	12:1	20 hours per week or .50 FTE
Certificated Teachers	TBA		<ul style="list-style-type: none"> • Current teaching certificate • Teaching experience • Knowledge of district academic standards 	<ul style="list-style-type: none"> • Develop program curriculum • Conduct selected training • Provide student information • Consult on program issues as needed • Teach summer classes 	NA	School year: 3 hrs. per week or .075 FTE, Summer: 15 hrs. per week or .38 FTE
Instructional Aides ⑤	TBA		<ul style="list-style-type: none"> • High school diploma or GED • One year of experience in working with children • Experience in working with diverse student populations is preferred 	<ul style="list-style-type: none"> • Implement program activities • Work directly with students • Monitor student progress • Assist with daily attendance and other reporting functions as needed 	12:1	18 hours per week or .40 FTE
Tutors	TBA		<ul style="list-style-type: none"> • Demonstrated academic proficiency in areas tutoring will be provided • Completion of tutor training 	<ul style="list-style-type: none"> • Provide one-on-one assistance to students • Monitor homework folders • Monitor academic progress 	1:1	5 hours per week or .125 FTE
Volunteers	TBA		<ul style="list-style-type: none"> • Completion of volunteer training 	<ul style="list-style-type: none"> • Assist program staff with student activities 	12:1	5 hours per week or .125 FTE (in-kind) ⑥
Local Evaluator	Dr. Bonnie Bell		<ul style="list-style-type: none"> • EdD • 5 years of program evaluation experience 	<ul style="list-style-type: none"> • Provide program evaluation oversight • Analyze data on impact of project • Report evaluation findings to project director 	N/A	50 hours per year per site

Helpful Hints for the Schedule of Operation by Site and Staffing Summary Tables

- ① Provide a separate table for each center site where services will be provided.
- ② Be sure the information provided in this table coincides with the information stated in box 5 of the Cover Page.
- ③ Include all collaborating partners, regardless of the dollar amount of donated in-kind/matching funds.
- ④ Provide information for all key staff members, whether paid or unpaid. Be sure to include information about individuals who provide services on an infrequent basis (e.g., local evaluator, consultants).
- ⑤ In this example, an instructional aide is defined as a para-professional who works directly with children and youth in implementing project activities. The term "teacher" is reserved for certificated individuals.
- ⑥ Include appropriate staff whether funded by grant funds or in-kind/matching contributions.

Nebraska 21st Century Community Learning Centers Grant Program
APPLICATION COVER PAGE FOR A FIRST-TIME GRANT

NDE 34-037
Rev 09/15
Date Due: 02/03/20

NDE 34-038
Rev 09/14
Date Due: 02/03/20

APPLICANT IDENTIFIER: 7 - 1	POSTMARK DATE: - 21	<input type="checkbox"/> HAND DELIVERED
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APPLICANT INFORMATION

1(A). Name of applicant/organization: 2 ABC Consortium	2. Lead agency representative <u>Jane E. Smith</u> 3 Title <u>Superintendent</u> Rep's. phone: <u>308-555-1111</u> FAX: <u>308-555-1213</u> Rep's. summer phone: <u>308-555-9898</u> Rep's. e-mail: <u>jsmith@xyzschools.org</u>
1(B). Address of the lead agency representative to which grant correspondence is to be sent: Address <u>1234 Oak Street</u> P.O. Box <u>985</u> Anywhere, NE <u>68000-0001</u>	Project director: <u>Sally Jones</u> 4 Title <u>Executive Director, YMCA</u> Director's phone: <u>308-555-5555</u> FAX: <u>308-555-5566</u> Director's summer phone: <u>308-555-5555</u> Director's e-mail: <u>s Jones@ymca.org</u>
3. Fiscal agent 5 XYZ Public Schools	4(A). Federal tax identification number (FTIN) of fiscal agent: 47 - <u>1 2 3 4 5 6 7</u> 4(B) DUNS Number: <u>1 2 3 4 5 6 7 8 9</u>

5. FUNDING REQUEST CALCULATION AND ATTENDANCE OBJECTIVE

(A) Service Options	(B) Number of Students Served	(C) Daily Rate	(D) # of Days	(E) Funding Requested	(F) Min. # Days to be Considered Regular Attendee	(G) Minimum Annual Attendance Objectives for Students				
						(G1) Year 1	(G2) Year 2	(G3) Year 3	(G4) Year 4	(G5) Year 5
After-school (3-4 hours)	135	Max: \$5.00 Req: <u>\$5.00</u>	180	\$121,500.00	30	91	115	135	135	135
School not in session days (4+ hours)	135	Max: \$7.50 Req: <u>\$7.50</u>	8	\$8,100.00	3	91	115	135	135	135
Summer days (4+ hours)	135	Max: \$7.50 Req: <u>\$7.50</u>	30	\$30,375.00	8	91	115	135	135	135

Date received	6. Funding Request				
	(A) Budget Year	(B) Grant Funds Requested	(C) Partner/Local Fiscal Support		
	Year 1	\$159,975.00	\$82,150.00		
	Year 2	\$159,975.00	\$85,924.00		
	Year 3	\$159,975.00	\$86,872.00		
	Year 4	\$127,980.00	\$126,994.00		
	Year 5	\$95,985.00	\$161,475.00		
	GRAND TOTAL	\$703,890.00	\$543,415.00		

Instructions on the following page.

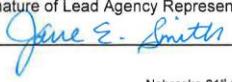
Nebraska 21st Century Community Learning Centers 2020 Grant Application

Return to:
21st CCLC, NE Dept. of Education **21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM STATEMENT OF ASSURANCES SIGNATURE PAGE**

- The applicant(s) for the Nebraska 21st Century Community Learning Centers grant hereby assure(s) the Nebraska Department of Education that:
- The applicant(s) is/are an 'eligible entity' for the 21st Century Community Learning Center (21st CCLC) award as such term is defined by federal law (20 U.S.C. 7173(b)) that proposes(s) to serve (A) students who primarily attend—(1) schools eligible for schoolwide programs under section 1114 (20 USCS § 6314); or (2) schools that serve a high percentage of students from low-income families; and (B) the families of students described in subparagraph (A).
 - Equal opportunities will be provided to persons without discrimination because of race, national origin, creed, age, marital status, sex or disability.
 - The findings of evaluations of programs operated by this applicant during previous years were considered when planning the programs proposed in this application.
 - The activities proposed in this application take into consideration other educational agency and/or community programs in order to assure a coordinated approach and to avoid duplication of effort.
 - 21st Century Community Learning Centers (21st CCLC) Grants will not be used to supplant federal, state or local funds. 21st CCLC grants will not be used to fund ongoing projects or activities.
 - The applicant will meet the Principles of Effectiveness described in Title IV, Section 4115 of the ESEA Act as amended by NCLB Act of 2001.
 - Statistical, financial, and descriptive reports required by the Nebraska Department of Education will be submitted in accordance with applicable law and regulation. Applicants will provide student data in aggregate form for the purpose of substantiating the project's impact on student learning.
 - Income and expenditure records will be audited in accordance with the appropriate auditing standards for that entity (i.e., governmental, non-profit educational organizations) and any additional auditing criteria specified in the grant award. The State of Nebraska will have access to the financial records for this project for a period of five complete fiscal years after the conclusion of the project period.
 - A copy of all materials developed using grant funds will be provided to the Nebraska Department of Education. The rights to the copyright of all materials produced under the grant are retained by the State of Nebraska unless otherwise specified in the grant. The department reserves the right to reproduce and distribute any materials produced in whole or in part with grant funds, in addition to any such rights maintained by the federal government.
 - The applicant has the legal authority to conduct all activities proposed to be funded under the grant.
 - Applicants will adhere to restricted costs and all policies set forth in the Grant Application and Technical Assistance for Applicants unless waived by NDE.
 - The program will be administered in accordance with all applicable statutes, regulations, program plans and applications.
 - Funds under the program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.
 - Unless otherwise provided by applicable law or regulation, any personal property or equipment purchased with 21st CCLC grant funds shall be considered the property of the lead agency. Any other proposed ownership of property or equipment purchased with 21st CCLC grant monies must be stipulated in the grant proposal and is subject to approval by NDE. All maintenance or replacement of any property or equipment purchased with 21st CCLC grant funds will be the responsibility of the grantee(s).
 - The program will primarily target students who attend schools eligible for Title I schoolwide programs and their families.
 - The community was given notice of an intent to submit an application. After the submission, the applicant will provide for public availability and review of the application and any waiver request(s).
 - The transportation needs of participating students is addressed in the application.
 - The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend.
 - The application includes a plan describing how community learning center(s) to be funded through the grant will continue after funding ends (sustainability plan).
 - Program liability insurance will be provided by the applicant(s).
 - If site space is leased from or provided by a sectarian organization, the classes and students shall be physically separated from any religious classes/activities and instruction, and there shall be no religious artifacts, symbols, iconography, or materials on display in the site's entrance, classrooms, or hallways.
 - The applicant will: 1) enforce any obligations imposed on agencies, institutions, organizations, and other partners responsible for carrying out the program as specified in the application; 2) correct deficiencies in program operations that are identified through audits, monitoring, or evaluation; and 3) adopt written procedures for the receipt and resolution of complaints in the administration of the program.
 - The school district(s) will provide access to pertinent student data to applicant or partnering agencies to be in compliance with state and federal reporting requirements.
 - The school district(s) will be part of the collaboration process to address the special needs of students and their families.
 - The school district(s) and collaborating partners will share data, including student free and reduced lunch status, required by the evaluation component.
 - Equitable services will be offered to non-public school students and their families, if those students are part of the qualifying target population.
 - The program will have access to needed space and resources.
 - The program will take place in a safe and easily accessible facility.
 - The program staff will meet the school district requirements for safety and wellness, including background checks.
 - Based on the services proposed, services will be provided a minimum of 1 hour/day at least 4 days/week for before-school services, 3 hours/day at least 4 days/week for after-school services, and at least 4 hours/day on non-school days, including summer break, unless a waiver is requested and approved by NDE.
 - Based on the services proposed, appropriate snacks/meals will be served.
 - Public school officials consulted with representatives from non-public schools within their attendance area regarding the design and implementation of the program.
 - Total funding is contingent upon availability of grant funds from the U.S. Department of Education.

Signature of **Lead Agency Representative**

7. To the best of my knowledge and belief, all information in this application is true and correct. The document has been approved by the board(s) or governing body(ies) of the applicant(s) and the applicant(s) will comply with the assurances listed above if the assistance is awarded. The individual who is authorized by the governing body of the applicant to sign on behalf of the organization should sign below. All co-applicant representatives, must sign the 21st Century Community Learning Centers Grant Program Consortia Partners Signature Page (NDE 34-035).

a. Typed Name of Lead Agency Representative Jane E. Smith 7	b. Title Superintendent	c. Telephone Number 308-555-1111
d. Signature of Lead Agency Representative 	e. Representing XYZ Public Schools	f. Date Signed 01/30/20

Instructions on the following page.

A-22

Nebraska 21st Century Community Learning Centers 2017 Application for a First-Time Grant

Consortium Applicant Name ABC Consortium

SIGNATURE STATEMENT		
8) To the best of my knowledge and belief, all information in this application is true and correct. We are co-applicants in the proposed project. This document and participation in this project have been approved by the board (or governing body) of the undersigned school district(s) or organization(s). We will comply with the statement of assurances if the assistance is awarded.		
a. Typed Name of Authorized Representative Jane E. Smith	b. Title Superintendent	c. Date Signed 02/01/20
d. Signature of Authorized Representative <i>Jane E. Smith</i>	e. Representing XYZ Public Schools	f. Telephone Number 308-555-1111
a. Typed Name of Authorized Representative Sally Jones	b. Title Executive Director	c. Date Signed 01/20/20
d. Signature of Authorized Representative <i>Sally Jones</i>	e. Representing YMCA	f. Telephone Number 308-555-5555
a. Typed Name of Authorized Representative Dr. Tom Goodrich	b. Title Director	c. Date Signed 02/01/20
d. Signature of Authorized Representative <i>Tom Goodrich</i>	e. Representing Region II Human Services	f. Telephone Number 308-555-4444
a. Typed Name of Authorized Representative Bob Thomas	b. Title Director	c. Date Signed 02/01/20
d. Signature of Authorized Representative <i>Bob Thomas</i>	e. Representing Boy Scouts	f. Telephone Number 308-555-3333
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number

Instructions on the following page.

Helpful Hints for the Cover Page/Statement of Assurances

COVER PAGE

- ① Do not write in the shaded boxes.
- ② ABC Consortium is the name selected by the four consortium members: XYZ Public Schools, the YMCA, Region II Human Services, and the Boy Scouts.
- ③ Jane Smith, the superintendent of XYZ Public Schools, has been selected by the consortium to be the lead agency representative for the group.
- ④ Sally Jones, the executive director of the YMCA, has been selected by the consortium to be the project director and will be responsible for the day-to-day operations of the project.
- ⑤ The XYZ Public School District was selected by the consortium to act as the fiscal agent, so it is identified as such in box "3" and their FTIN number is listed in box "4."
- ⑥ The Year 1 attendance objective is 70% of Column B, the Year 2 objective is 85% of Column B and the Years 3-5 objectives are 100% of Column B.

STATEMENT OF ASSURANCES SIGNATURE PAGE

- ⑦ Jane Smith, who was identified as the lead agency representative for the consortium in Cover Page box "2," used blue ink to sign box "7" of the Statement of Assurances Signature Page (NDE 34-013) on its behalf.

CONSORTIA PARTNERS SIGNATURE PAGE

- ⑧ Each board-authorized member of ABC Consortium receiving services from, or providing \$1,000 or more in services/resources to, the project signed the Consortia Partners Signature Page (NDE 34-035) representing the board of their district or governing body of their organization. Jane Smith must sign this form representing XYZ Public Schools, even though she also signed the Statement of Assurances Signature Page (NDE 34-038) representing ABC Consortium.

PART 4 – 21st CENTURY COMMUNITY LEARNING CENTERS GRANT SITE SUMMARY FORM

NDE 34-034
Rev 09/15
Date Due: 03/03/20

Applicant Name: ABC Consortium

Table A: Identification of Participating Site/School Building Target Population

A NAME OF CENTER SITE (CS)	B CS #	C SCHOOL BUILDING (SB) TARGET POPULATION	D SB #	E SCHOOL DISTRICT NAME		F SCHOOL BUILDING CD #	G CON. DIS.	H SITE LIC.	I STUDENTS TO BE SERVED	
				H1	H2				By Site	By Bldg.
XYZ Elementary School	1	XYZ Elementary School	1	XYZ Public Schools		79-6666-001	3	Y N	45	45
QRS Elementary School	2	QRS Elementary School	2	QRS Public Schools		79-8888-021	3	N N	45	45
TUV Elementary School	3	TUV Elementary School	3	TUV Public Schools		79-7777-005	3	N N	45	45

If space is needed to list more than 6 participating site/school building target populations, attach additional copies of this page.

Table B: Competitive Priority Information by School Building Target Population
(as published in 2017-18 Nebraska Education Profile)

	COMPETITIVE PRIORITIES	SB # ₁	SB # ₂	SB # ₃	SB # ₄	SB # ₅	SB # ₆	SB # ₇	SB # ₈	% MET
I.	This is a proposal for a 21 st CCLC Continuation grant.	Y	N	N						33.30
II.	The school building to be served is implementing comprehensive support and improvement activities (CSI), targeted support and improvement activities (TSI) or additional targeted support and improvement (ATSI) for 2019-20.	Y	Y	Y		6				100.00
III.	The school building to be served has a mobility rate above the statewide average.	6.86	15.63	5.90						33.30
IV.	The school building to be served has a free or reduced-cost meals rate of 60.00% or higher.	N	N	N		7				0.00
V.	The school building to be served has a free or reduced-cost meals rate of 80.00% or higher.	N	N	N						0.00
VI.	The school building to be served has an English Language Learner rate above the statewide average.	2.33	6.78	0.82						33.30

Table C: Additional Site Information by Center Site

	ADDITIONAL SITE INFORMATION	CS # ₁	CS # ₂	CS # ₃	CS # ₄	CS # ₅	CS # ₆	CS # ₇	CS # ₈
VII.	Population to be served	E	E	E					
VIII.	Types of community partners	1,4,5,7	1,2,4,5,7	1,2,4,5,7		9			
IX.	Types of activities to be provided	1,2,5,7,8,9,10, 12,13	1,2,5,6,7,9,10 12,13	1,2,5,6,7,9,10 12,13					
X.	Service options	1,2,3	1,2,3	1,2,3					

Helpful Hints for the Site Summary Form

TABLE A

- ① The ABC Consortium will be conducting activities at three locations. The name of each building where sites will be located is listed alphabetically in column "A," and a center site number is then assigned to each location in column "B."
- ② The students who will attend the three center sites listed in column "A" attend three different school buildings, which are listed in column "C," starting with center site (CS) #1. After identifying each school building, a school building number (SB#) is then assigned in column "D."
- ③ The center site located at XYZ Elementary School is serving the XYZ Elementary School building population. Therefore, the identical number of students to be served appears in the column labeled "Students To Be Served-By Site" and the column labeled "Students To Be Served By Bldg." Be sure the sum of the number of students reported by school building equals the total number of students to be served at the site those students will attend.

TABLE B

- ④ Across the column headings in Table "B" provide each school building number (SB#) assigned in Column "D" of Table "A." Be sure the SB numbers are listed in the same order as they were assigned in Table "A."
- ⑤ In the final column of Table "B," calculate the percentage of participating school buildings (SBs) that meet each competitive priority (I-VI).
- ⑥ Report the mobility rate for each participating school building target population as published in the 2010-11 Nebraska State of the Schools Report. This number must be reported and rounded to the nearest hundredth.
- ⑦ Report either "Y" or "N" to indicate whether or not the poverty rate or percentage of students qualifying to receive free or reduced price meals in rows "IV or V" are above 60.00% or 80.00%.

TABLE C

- ⑧ Across the column headings in Table "C" provide each center site number (CS#) assigned in Column "B" of Table "A." Be sure the CS numbers are listed in the same order as they were assigned in Table "A."
- ⑨ Using the numerical keys provided in the instructions on the back of the Site Summary Form (NDE 34-034), provide the requested information for each participating center site. In this example, note that CS#1 and CS#2 will have different types of community partners and will be providing slightly different types of activities.

NONPUBLIC SCHOOL PARTICIPATION FORM

XYZ Public Schools (1)	County District Number 79-6666	DEF Nonpublic School	County District Number 79-0000
Public School District	Nonpublic School		

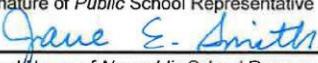
1: FORMULA FEDERAL PROGRAMS

A (2) Federal Program	B Receives Allocation or Program		C Nonpublic School Consulted		D Nonpublic School Participating		E Comments
	Yes	No	Yes	No	Yes	No	
Title I, Part C—Migrant Education							
Title II, Part A—Teacher and Principal Training							
Title III, Part A—Language Acquisition							

2: COMPETITIVE FEDERAL PROGRAMS – TO BE COMPLETED ONLY AS PART OF THE APPLICATION FOR EACH PROGRAM

A Federal Program	B Receives Allocation or Program		C Nonpublic School Consulted		D Nonpublic School Participating		E Comments
	Yes	No	Yes	No	Yes	No	
Title IV, Part B—21st Century Community Learning Centers	Yes	Yes				No	

3: CERTIFICATION SIGNATURES

This is to certify that a consultation occurred between a representative of <u>XYZ Public School</u> and <u>DEF Nonpublic School</u> (<u>Public School and Nonpublic School District Names</u>).		Date of Consultation 11/15/20
Typed Name of <i>Public School Representative</i> Jane E. Smith (4)	Title Superintendent	Telephone Number 308-555-1111
Signature of <i>Public School Representative</i> 	Email janeshsmith@xyzps.org	Date Signed 11/15/20
Typed Name of <i>Nonpublic School Representative</i> Father Patrick Brown (4)	Title Administrator	Telephone Number 308-555-9999
Signature of <i>Nonpublic School Representative</i> 	Email pbrown@defschool.org	Date Signed 11/15/20

Directions on back

Helpful Hints for the Nonpublic School Participation Form

- (1) The public school representative must complete a separate form for each nonpublic school located within the public school district's geographic boundaries.
- (2) Disregard Section 1: Formula Federal Programs.
- (3) All applicants should mark "Yes" in Section 2: Competitive Federal Programs, Column "B".
- (4) An authorized representative of the public school and nonpublic school must sign the form to certify that a consultation occurred between the two schools.

Return to:
21st CCLC, NE Dept. of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Applicant Name _____

NDE 34-016
Rev 09/14
Date Due: 02/03/20

21st CENTURY COMMUNITY LEARNING CENTERS GRANT BUDGET SUMMARY

The following format must be used to summarize the major line items that constitute the entire 5-year budget request.

Entire Grant Budget period: April 3, 2020 - September 30, 2025

A ANNUAL BUDGET	B 100 Salaries	C 200 Employee Benefits	D 300 Professional & Technical Services	E 400/500 Other Purchased Services	F 600 Supplies	TOTALS	
						G1 GFR	G2 P/LS
YEAR 1							
Grant Funds Requested Partner/Local Support	\$112,240 \$38,720	\$21,092 \$8,680	\$4,700 \$30,000	\$10,889 \$250	\$11,054 \$4,500	\$159,975	\$82,150
YEAR 2							
Grant Funds Requested Partner/Local Support	\$115,046 \$42,314	① \$21,619 \$8,860	\$4,700 \$30,000	\$10,000 \$250	\$8,150 \$4,500	\$159,975	\$85,924
YEAR 3							
Grant Funds Requested Partner/Local Support	\$117,922 \$43,122	\$22,159 \$9,000	\$4,700 \$30,000	\$8,500 \$250	\$7,194 \$4,500	\$159,975	\$86,872
YEAR 4							
Grant Funds Requested Partner/Local Support	\$90,237 \$73,388	\$17,969 \$18,856	\$4,700 \$30,000	\$8,500 \$250	\$7,074 \$4,500	\$127,980	\$126,994
YEAR 5							
Grant Funds Requested Partner/Local Support	\$61,065 \$103,755	\$15,266 \$22,970	\$4,700 \$30,000	\$8,000 \$250	\$6,554 \$4,500	\$95,985	\$161,475
Total Grant Funds	\$496,510	\$98,105	\$23,500	\$46,349	\$39,426	\$703,890	
Total Partner/Local Support	\$301,299	\$68,366	\$150,000	\$1,250	\$22,500		\$543,415
GRAND TOTAL	\$797,809	\$166,471	\$173,500	\$47,599	\$61,926		\$1,247,305

Instructions on the following page.

Nebraska 21st Century Community Learning Centers 2020 Application for a First-Time Grant

Return To:
21st CCLC, NE Dept. of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Applicant Name ABC Consortium

NDE 34-018
Rev 09/14
Date Due 02/03/20

**21st CENTURY COMMUNITY LEARNING CENTERS GRANT ANNUAL BUDGET JUSTIFICATION
(FOR GRANT FUNDS ONLY)** (4)

The following form must be used to summarize specific expenditures for each object code on the Year 1 budget summary request.

Year 1 Budget period: April 3, 2020 - September 30, 2021

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	GRANT FUNDS REQUESTED
100. SALARIES (5)		
110. Regular Salaries	Director, full-time, 1.0 FTE, 12-month contract 1 x \$32,000/year = \$32,000	
111. Stipends/Extended Contract Time	Stipend for school-day teachers to consult on program and curriculum issues, etc. \$15/hour x 80 hours = \$1,200	
140. Clerical and/or Aides	Instructional aides for direct care and activities Before- & after-school: 5 paras x \$8/hr. x 5 hrs./day (6) x 180 days = \$36,000 Summer: 7 inst. aides x \$8/hr. x 8 hrs./day x 60 days = \$26,880 Clerical support, part-time, .25 FTE 1 x \$8/hour x 520 hours = \$4,160 Tutors, part-time 15 x \$8/hour x 76 hours = \$9,120 Librarian assistant, part-time 1 x \$8/hour x 360 hours = \$2,880 TOTAL SALARIES	7 \$112,240
200. EMPLOYEE BENEFITS		
	Director benefits calculated at 28.3% x \$32,000 = \$9,056 All other benefits calculated at 15% x \$80,240 = \$12,036	
	TOTAL EMPLOYEE BENEFITS	21,092
300. PROFESSIONAL AND TECHNICAL SERVICES		
340. Contracted or Secured Services	Dr. I. M. Smart to conduct external CIP facilitation at 1 site 1 x \$50/hour x 30 hours = \$1,500 Consultants to provide training for project staff on topics such as behavior management, lesson planning, health and safety, etc. \$25/hour x 80 hours = \$2,000	
Subtotal for this page		8 \$133,332
Grand Total		-----

Instructions on the following page.

Return To:
21st CCLC, NE Dept. of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Applicant Name ABC Consortium

NDE 34-018
Rev 09/14
Date Due 02/03/20

**21st CENTURY COMMUNITY LEARNING CENTERS GRANT ANNUAL BUDGET JUSTIFICATION
(FOR GRANT FUNDS ONLY)**

The following form must be used to summarize specific expenditures for each object code on the Year 1 budget summary request.

Year 1 Budget period: April 3, 2020 - September 30, 2021

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	GRANT FUNDS REQUESTED
382. Telephone	Base service and long distance \$100/month x 12 months = \$1,200	
	TOTAL PROFESSIONAL & TECHNICAL SERVICES	\$4,700
400/500. OTHER PURCHASED SERVICES		
540. Advertising and Printing	Newspaper ads to announce project, staff openings, etc. = \$250 Copying of project materials \$100/month x 12 months = \$1,200	
531. Postage	\$46.92/month x 12 months = \$563	
580. Travel	National Training for director in Washington, D.C. Airfare, 1 x \$400 = \$400; Lodging, 1 x 3 nights x \$175 = \$525; Meals while on overnight travel, 1 x 4 days x \$50 = \$200 Mileage for director/staff to attend trainings/staff development, and for evaluator to visit sites and attend meetings 9,875 miles x \$.55/mile = \$5,431 Conference registration fees, 24 x \$100 = \$2,320	
	TOTAL OTHER PURCHASED SERVICES	\$10,889
600. SUPPLIES		
610. Supplies	Educational materials/supplies = \$3,931 Art, music, recreational supplies = \$2,573 Remedial/enrichment supplies = \$2,000 EL books/cassettes = \$1,513	
	TOTAL SUPPLIES	\$10,017
734. Computer equipment (hardware)	Dell OptiPlex 6X260, Pentium 4, 256 MB Ram, 15" Monitor, 32 mb video card 1 computer x \$1,036.67 = \$1,037	\$1,037
Subtotal for this page		\$26,643
Grand Total		9 \$159,975

10

Instructions on the following page.

Helpful Hints for the Budget

BUDGET SUMMARY (NDE 34-016)

- ① Salaries and benefits may be adjusted for inflation. This example shows a 2.5% increase in salaries in year 2, with corresponding increases in employee benefits. However, the annual grant amount is not increased.
- ② In years 4 and 5 respectively, be sure to reduce the budget to 80% and 60% of the amount of grant funds requested in years one, two, and three.
- ③ All totals should be identical to those requested in box 6 on the Cover Page.

BUDGET JUSTIFICATION (FOR GRANT FUNDS ONLY) (NDE 34-018)

- ④ Prepare a budget justification to substantiate both grant funds requested (NDE 34-018) and in-kind/matching funds (NDE 34-019) on the two separate forms provided. Do not mix the two types of funds on one form.
- ⑤ Itemize major budget categories in the same order as on the budget summary (e.g., 100's, 200's, 300's, etc.).
- ⑥ The budget justification should describe what is needed, why the expense is necessary and how it relates to the project objectives and activities. Make sure the reader can make a connection between the budget justification and how the proposed expenditure will help accomplish specific objectives or activities. Show the totals for each item in the "Explanatory Notes and Justification" column and indicate how the total for a particular line item was derived.
- ⑦ Place only the totals for the major budget categories (e.g., 100's) in the "Grant Funds Requested" column. Note that the amounts for line items 310 and 318 are not placed in the column on this page since the itemization for that major budget category continues on the next page.
- ⑧ Round each total calculated in the "Explanatory Notes and Justification" column to the nearest whole dollar. For example $\$156,768 \times .020458 = \$3,207.16$ but is rounded to \$3,207.
- ⑨ Total the "Grant Funds Requested" column on each page of the budget justification and place the sum in the "Subtotal for this page" box. Place dashes in the "Grand Total" box to indicate that the itemization of the year 1 budget continues on the following page.
- ⑩ Computer hardware costing \$5,000 or less per item must be budgeted in Object Code 460. It is not allowable to budget any 21st CCLC grant funds in Object Code 500.
- ⑪ Include both a "Subtotal for this page" (\$26,643) and the "Grand Total" (\$159,975) on the final page of the budget justification. Check both the internal math in the "Explanatory Notes" column as well as the "Grant Funds Requested" column. Be sure that the Grand Total matches the year 1 grant funds requested in box "6B" of the Cover Page.

SECTION H. APPLICATION AIDS

H-1: Timeline of Application Development Activities

Activity	Recommended Timeline
1. Review 2020 grant application to verify match between applicant needs and grant purposes.	November
2. Verify that targeted school building populations meet the absolute priority (poverty requirement), as well as any competitive priorities.	
3. Review website guidance on writing a 21 st CCLC grant application.	
4. Participate in the 21 st CCLC technical assistance Zoom workshop or download the workshop PowerPoint from the 21 st CCLC website.	
5. Convene meetings with: a. public and nonpublic school representatives (e.g., superintendents, principals, others) in the potential service area to determine willingness to participate/form partnership, and b. other stakeholders to identify needs and community assets.	
6. Verify eligibility data (i.e., poverty, mobility, ELL) on the 2018-2019 Nebraska Education Profile website.	
7. Form stakeholder advisory committee and convene meetings.	December
8. Conduct needs assessment, including parent surveys, and analyze data.	
9. Select the school building populations to be served based on need and commitment of principal(s) and teacher(s). Determine site locations. Verify that the school building: 1) is not being served by an existing 21 st CCLC grant, and 2) is participating in only one 21 st CCLC proposal.	
10. Determine focus of project, priority needs to be served by the project, number of students served, etc.	
11. Verify if CSI, TSI or ATSI implemented at proposed buildings.	
12. Submit Intent to Apply letter.	
13. Begin drafting application narrative.	
14. Identify activities and services to be offered to meet needs.	
15. Begin drafting the budget.	
16. Contact community partners and other stakeholders to confirm financial or other contributions to the project (both during the grant period, and to sustain it after grant ends).	
17. Request letters of commitment from any organization contributing \$1,000 or more per year in cash, goods or services.	
18. If applicable, complete Nonpublic School Participation Form(s)	
19. If a consortium, determine lead agency and fiscal agent.	
20. Co-applicants request board approval of participation and the commitment of specific resources of \$1,000 per year or more.	
21. Have an authorized member of the board of each co-applicant sign the Consortia Partners Signature Page.	January
22. Check the proposal for all required elements by using the Application Checklist in the Guidance.	
23. Give public notice of intent to submit an application.	
24. Once the application is finalized, make 5 copies (retain one copy for your records), and submit the original and 4 copies by the postmark deadline.	
25. Make application available for public review after submission.	February

H-2: Application Checklist for First-Time Grant

FORMAT/REQUIRED FORMS

- Is the application double-spaced, with one inch margins, the font no smaller than 11-point (tables, charts, and forms are no smaller than 9-point), printed on one side of 8 ½ x 11" paper, and securely stapled?
- Is the proposal written and assembled in the same order listed in the "Order of Application Contents" on page G-14?
- If any nonpublic schools are located within the public school building's geographic boundaries, they were consulted with meaningful discussion to determine interest in participation in the project and a signed Nonpublic School Participation Form (NDE 34-014) is included in the application for *each* of these nonpublic schools to document that a consultation took place.
- Are the exact headings and subheadings used to assist reviewers in locating information?
- Is each page consecutively numbered?
- Is the narrative portion of the proposal no more than 25 pages in length (30 pages for multiple site proposals)?

PART 1 – COVER PAGE

- Is the Cover Page the top page of the proposal? (Do not include other covers or title pages.)
- Is the original copy of the proposal marked "original" in the upper right corner of the Cover Page?
- Does the total funding requested correspond to the totals listed on the budget summary?
- Is a response given for each box?
- Is the figure listed in column 5(B), "Number of Students Served," realistic and attainable, since each year's attendance objective (Columns G1-G5) is calculated from that figure?
- Is the partner/local fiscal support listed in Column 6(C) increased in years 4 and 5 to demonstrate the ability to sustain the project as grant funding is reduced?

SIGNATURES

- Is the Statement of Assurances Signature Page signed by the lead agency representative, with an original signature in blue ink?
- Is the Consortia Partners Signature Page signed by an authorized representative of the board of *each* participating organization receiving services from, or providing \$1,000 or more in services/resources to, the project?

PART 2 – TABLE OF CONTENTS

- Is each page numbered consecutively, including all forms and budget pages?
- Are each of the major parts and subparts of the proposal listed in the table of contents along with the appropriate page number?

PART 3 – ABSTRACT

- Is the abstract provided and is it one page or less in length?

PART 4 – SITE INFORMATION/COMPETITIVE PRIORITIES

- Is the Site Summary Form (NDE 34-034) complete, with each center site and school building population identified alphabetically?
- Does the application data for the funding priorities match the data documented in the 2018-19 Nebraska Education Profile?

PART 5 - NEED

- Are at-risk factors identified and substantiated with data?
- Are academic needs and the need for academic support outside of the regular school day documented?
- Is documentation provided of the lack of community services to address identified needs?
- Is data provided that supports the need statements?
- Are results of a community needs assessment provided?

PART 6 – PROJECT DESIGN

6 – Required Components

Is each of the following required core design elements incorporated into the project design?

- Sites meeting minimum service hours based on the services offered.
- Nutritious meals and snacks are offered based on hours of operation.
- A management team is formed/proposed.

6A – Program Goals

- Is the attendance objective in Box 5 of the Cover Page realistic?
- Is there a narrative that includes every bulleted item under each of the three required goals?
 - Improving overall student success
 - Increasing positive behavior and social interactions
 - increasing active and meaningful family and community engagement

6B – Program Administration

- Is a summary of how the project will remedy identified risk factors provided?
- Does the proposal describe the membership of the site-based shared decision-making body (e.g., management team)? Does it clearly state that this group will meet regularly, not less than 8 times per year?
- Is the plan clearly stated for how this team will align the afterschool program with the school day program, maintain and recruit high quality staff, provide relevant professional development and conduct continuous improvement evaluation practices, as well as program and fiscal management of the grant?
- Is the plan to assure that school building demographics are reflected in the program clearly described, including recruitment, enrollment and retention strategies?
- Is a transportation plan provided?
- Is the Schedule of Operation Table for each proposed site provided? Is information provided for all eight elements for each type of service? See a completed example on page G-18.

6C – Management Plan

Staffing

- Is the Staffing Summary Table provided, with all requested information complete? See a completed example on page G-18.
- Does the narrative demonstrate that the budget includes sufficient hours for the project director/site coordinator to meet all administrative requirements, including planning, providing staff professional development, fostering family, school and community partnerships, etc.?
- Is the percentage of grant funds requested for administration versus direct services with students reasonable and justified?
- Does the proposal include a full-time director or is there an explanation of why this isn't necessary?

- Is the administrative competency/expertise of the team administering the grant clearly described?
- Is a plan for using community volunteers provided?
- Are plans for initial and ongoing training of both staff members and volunteers provided?

Collaboration and Partnerships

- Is a description provided of how the project will collaborate with other agencies and how 21st CCLC funds will be used with other federal, state and local programs to achieve project outcomes?
- Are the types of contributions, regardless of the amount, by each local partner summarized in the narrative?
- Is there a description of the principal's involvement in regular meetings with a shared decision-making body, in hiring staff, recruiting students and aligning afterschool program content with school day content?
- Are partner/local fiscal support of \$1,000 or more substantiated by letters of commitment that were placed in the Appendix? Do the letters provide evidence of prior experience or promise of success?
- Is a description provided of how the program was designed and how it will be implemented with input of those affected by the project, as well as others in the community?
- Is there a description of how each community partner will assist the program to achieve the three 21st CCLC goals?
- Are the partners' methods of communication/collaboration and delegation of duties/responsibilities adequately described?
- Is there a description of how the program will help families support their child's learning?
- Is a letter of commitment from *each* school building principal provided in the appendix? Does each letter address: 1) an assurance that the principal will serve on a shared decision-making body at the site that meets regularly and that they will fully participate in the annual continuous improvement process meeting and attend the annual observation debrief, 2) sharing student data, 2) aligning the program with the school day curriculum, 3) a plan for ongoing communication between project staff and staff from the school the participant students attend, 4) the collaborative process for problem solving, and 5) the process for developing expectations regarding sharing space and equipment within the host facility?

Equitable Access & Site Location

- Is the plan for equitable access and participation provided? Does the plan address the needs of:
 - students and family members with limited English proficiency?
 - participants with disabilities?
 - non-public school youth who meet the eligibility requirements?
- If fees will be charged, is there a description of the fee structure and assurance that no student will be denied services due to inability to pay?
- Is documentation provided that the site is a school building or an equally safe location?
- Is the location and space within the site location documented and described?
- If proposing to provide services at a non-school site, is the additional information requested on page A-16 of the Application provided?

Sustainability & Fiscal Management

- Is the amount of partner/local fiscal support in years 4 and 5 sufficient to continue the original level of service to the original number of students proposed to be served?
- Is a description of a preliminary plan for how the center will continue after grant funding ends provided?

- Are the investments that each partner will make after the grant funding ends described and documented in each letter of commitment?
- Is the fiscal agent identified? Are their responsibilities listed, including previous experience, proven fiduciary responsibility and linkage with the school district and school site(s) to be served?

PART 7 – EVALUATION

- Is it stated that the external CIP facilitator will facilitate the four required meetings?
- Is it stated that the applicant will provide data to meet federal and state requirements?
- Are the strategies described that will support the project director in utilizing an online database to track data?
- Is the management team's role in the continuous improvement process described?
- Was there an assurance that a qualified external CIP facilitator will be secured, if funded?

PART 8 – ADEQUACY OF RESOURCES/BUDGET

Part 8A – Adequacy of Resources

- Is a description provided of how existing resources of the center site will be used to carry out project activities?
- Is a sliding scale for services for which a fee will be charged provided? Do students eligible for free lunch attend free? Do students eligible for reduced price lunch attend free? If fees will not be charged, was this noted?
- If applicable, are waivers requested for:
 - the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality?
 - the service hours provided are less than the minimum required (3 hours/day at least 4 days/week for afterschool services, and at least 4 hours/day on non-school days, including summer break) based on services proposed?
 - exceeding restricted costs on teacher stipends?

Part 8B – Budget Summary and Budget Justification

- Is the Budget Summary (NDE 34-016) form completed?
- Is the Annual Budget Justification For Grant Funds Only (NDE 34-018) form completed?
- Is the Annual Budget Justification For Partner/Local Fiscal Support Only (NDE 34-019) form completed?
- Does the final budget for grant funds requested include only allowable expenditures?
- Are all mandatory budget items budgeted either in grant funds or partner/local fiscal support?
- Are the limits on restricted costs observed or was a waiver requested?
- Are rental rate comparisons provided for building rental costs, if applicable?
- Are the budget figures rounded to the nearest whole dollar on all forms?
- Do the amounts listed throughout the budget agree with Box 6 of the Cover Page?
- Do the amounts listed on the Annual Budget Justification (NDE 34-018) agree with those provided on the Budget Summary (NDE 34-016) for Year 1?
- Has the internal math in the Annual Budget Justification, as well as the totals in the columns, been verified? Do the amounts match?
- If applicable, are the pre-printed numbers on the forms replaced with appropriate, consecutive page numbers?

PART 9 - APPENDIX

- Are letters of commitment provided from each group or organization receiving services from, or contributing \$1,000 per year or more in services/resources to, the proposed project?
- Are letters of commitment provided from *each* school building principal (including all information listed on page A-15 of the application) for each site?

SUBMITTING THE APPLICATION

- Is the proposal limited to the information requested?
- Am I prepared to send one original and four copies (for a total of five copies) of the entire application?
- Did I retain a copy of the proposal for my files? (No application materials will be returned.)
- Did I verify the mailing or hand/courier delivery instructions? (If the application will be sent through the U.S. mail, make sure it is postmarked by the U.S. Postal Service at the counter. A private meter mark is not acceptable proof of the date of mailing.)

NOTE: Applicants will not be notified of missing information or incorrect completion of application elements.

SECTION I. APPLICATION SCORING SHEET (RUBRIC)**Nebraska 21st Century Community Learning Centers Grant Program
First-Time Grant • February 3, 2020 Application Deadline****PART 4 — SITE INFORMATION/COMPETITIVE PRIORITIES**

	Does Not Meet Criteria		Meets Criteria
Maximum Possible Points: 30			
This is a proposal for a 21 st CCLC Continuation grant.	0		5
The program will target students who attend schools implementing comprehensive support and improvement activities (CSI), targeted support and improvement activities (TSI) or additional targeted support and improvement (ATSI) for 2019-20.	0		5
Documentation is provided that the program will target students who attend schools that have a mobility rate above the 2018-19 statewide average.	0		5
Documentation is provided that the program will target students who attend schools that have an extreme poverty rate (60.00% or more of the building students qualified to receive free or reduced-cost meals in 2018-19).	0		5
Documentation is provided that the program will target students who attend schools that have an extreme poverty rate (80.00% or more of the building students qualified to receive free or reduced-cost meals in 2018-19).	0		5
Documentation is provided that the program will target students who attend schools that have a percentage of EL students above the 2018-19 statewide average.	0		5
TOTAL POINTS— COMPETITIVE PRIORITIES (30 Maximum Possible)			

PART 5 — NEED

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—20	1	2	3	4	5
Documentation of the factors that place students at risk (e.g., economic, health, safety, special needs) is provided, with substantiating data to support each.	1	2	3	4	5
Documentation of the academic needs and the need for academic support outside of the regular school day is provided.	1	2	3	4	5
The lack of school and community services to address identified needs is documented.	1	2	3	4	5
The results of a community needs assessment that measured needs per stakeholder groups is provided.	1	2	3	4	5
TOTAL POINTS—NEED (20 Maximum Possible)					

PART 6A — PROJECT DESIGN—(PROGRAM GOALS)

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—Part A--15	1	2	3	4	5
The Goal 1 narrative 1) described the educational and related activities that will enrich and enhance student learning, 2) indicated how the program will align with school day curriculum, 3) described the age appropriate, interesting, effective and evidence-based strategies that will positively impact this goal, and 4) described how the program will align with school improvement plan of the school building.	1	2	3	4	5
The Goal 2 narrative 1) indicated how the program will align with the behavior management plan and code of conduct of the school day program, 2) described how staff will receive training on the school day behavior management plan to consistently implement in afterschool, 3) described the program initiatives that promote positive youth development, and 4) described how program activities will foster positive social interactions between students and staff.	1	2	3	4	5
The Goal 3 narrative 1) described the plan to increase family's support for student's learning, 2) described how communication to and from families will be regular and purposeful, 3) described four family engagement activities that will be offered per year, and 4) if applicable, described opportunities for literacy and related educational development to families of children and youth served by the program.	1	2	3	4	5
Sub-Total Part A Calculation					

PART 6B — PROJECT DESIGN—(PROGRAM ADMINISTRATION)

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—Part B--15	1	2	3	4	5
Description of how project will remedy risk factors identified for each target population was provided. The membership team that will be administering the program and meeting regularly (recommended at least 8 times per year) was described and the plan to align it with the school day curriculum, maintain/recruit high quality staff, provide relevant professional development, conduct continuous improvement evaluation practices, as well as program and fiscal management of the grant, was provided.	1	2	3	4	5
Description provided of the plan for participant recruitment, enrollment and retention that assured that afterschool student demographics will reflect school day demographics. The transportation plan was described and adequately meets stated needs. If the need is met or there is no need, this was documented. Description of how program will disseminate information to community was provided.	1	2	3	4	5
A Schedule of Operation Table for each proposed site was provided, which includes total number of students to be served, organization operating site operation, collaborating partners at site, months of the year and days of the week program will be offered, daily hours of operation, and whether meals and/or snacks will be provided.	1	2	3	4	5
Sub-Total Part B Calculation					

PART 6C — PROJECT DESIGN—(MANAGEMENT PLAN)

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—Part C--25	1	2	3	4	5
STAFFING: 1) Project team, including the local evaluation support, was listed in the Staffing Summary Table, including each team member's position, name (if known), qualifications, project responsibilities, student to staff ratio, and FTE to be devoted to the project. 2) Percentage of grant funds to be spent on administration versus direct services with students is reasonable. Percentage of FTE of director/site coordinator(s) to oversee grant and site operations is adequate given proposed activities. 3) Description of administrative competency/expertise of team of individuals administering program was provided. 4) Description of how qualified volunteers will be used to carry out project duties was provided. 5) Plans for initial and ongoing training of both staff members and volunteers were provided.	1	2	3	4	5
COLLABORATION & PARTNERSHIPS: 1) The partners were identified explaining a) how they were involved in the development of the application, and b) how <i>each</i> partner's contribution(s) will help meet the program's needs and objectives. 2) Documentation of how the project will collaborate with other agencies and how 21 st CCLC funds will be used with other federal, state and local programs to achieve project outcomes was provided. Letters of commitment in the Appendix substantiate contributions of \$1,000 or more and provide evidence of prior experience or promise of success. 3) Description of how program was designed and will be implemented with input of those affected by the project was provided. 4) Description provided of how program was developed and will be carried out in active collaboration with schools students attend, 5) Description of the role of <i>each</i> community partner in assisting the program to achieve the three 21 st CCLC goals was provided. 6) Description of partner's methods of communication/collaboration and delegation of duties/responsibilities or procedures for determining these, including sharing of student information, was provided. 7) Description of how program will help families support the learning of their children and youth was provided.	1	2	3	4	5
SITE LEVEL SHARED DECISION-MAKING BODY: 1) A list of members was provided and includes their roles and the constituency each represents. 2) A letter of commitment for years 1-5 from <i>each</i> building principal addresses: a) assurance that principal will serve on this body that meets at least 8 times per year and will fully participate in annual continuous improvement process meeting and will attend annual observation debrief, b) system that will be developed to ensure pertinent student data are shared between school district and agencies providing services, c) plan for program alignment with school day curriculum at each grade level and for individual student needs, d) plan for ongoing communication between project/school staff, e) collaborative process for problem-solving, and f) process for developing expectations regarding sharing space/equipment with host facility/ facility staff, and g) assurance that the site will provide access to needed space and resources.	1	2	3	4	5

PART 6C — PROJECT DESIGN—MANAGEMENT PLAN) continued

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—Part C--30	1	2	3	4	5
EQUITABLE ACCESS & SITE LOCATION: 1) The plan was provided for equitable access and participation for students, family members, teachers, and other program beneficiaries with special needs including: ELL and literacy needs, disability and non-public school youth. 2) If fees will be charged, policies/procedures assuring students will not be denied access due to inability to pay were provided. 3) Documentation was provided that the project location(s) is/are either a school building or an equally safe and accessible location. The applicant proposes services at a school site(s) or non-school site(s) with evidence that all requirements listed on page A-16 of the grant application will be met. 4) Description of the location and space within the building in which the proposed activities will take place was provided.	1	2	3	4	5
SUSTAINABILITY & FISCAL MANAGEMENT: 1) Evidence of sufficient partner/local fiscal support in years 4-5 was provided to continue original level of services to the original number of students proposed to be served. 2) A preliminary plan for how the community learning center will continue after grant funding ends (sustainability) was described, including current and/or planned partnerships, plans to expand these and develop public/private partnerships. 3) Description of investments by collaborative partners after grant funding ends was provided. 4) The organization that will act as the fiscal agent for the grant was identified and all requested information was supplied.	1	2	3	4	5
Sub-Total Part C (25 Points Maximum Possible)					
Total Project Design Part A (15 Pts. Maximum Possible)					
Total Project Design Part B (15 Pts. Maximum Possible)					
Total Project Design Part C (25 Pts. Maximum Possible)					
TOTAL POINTS—PROJECT DESIGN (55 Maximum Possible)					

PART 7 — EVALUATION

	Does Not Meet Criteria		Meets Criteria
Maximum Possible Points--5			
An assurance was provided that the external CIP facilitator will: 1) facilitate the self-assessment (by December 31), 2) facilitate the mid-year management team meeting (by January 31), 3) help identify and write a program highlight (by June 15), and 4) facilitate the annual continuous improvement process meeting at each site (by September 30).	0	1	
The applicant's agreement to provide data to meet federal and state requirements in a timely manner was provided.	0	1	
An assurance was provided that an external CIP facilitator will be identified and that they will meet the criteria outlined in the application.	0	1	
Strategies to support project director in utilizing required database were provided, with assurance that student demographic data will be directly exported from school information management system.	0	1	
The management team's role in the continuous improvement process was described.	0	1	
TOTAL POINTS—EVALUATION (5 Maximum Possible)			

PART 8A — RESOURCES/BUDGET—(ADEQUACY OF RESOURCES)

	Does Not Meet Criteria	Meets Criteria
Maximum Possible Points--5		
Description was provided of how the existing resources of the center site (e.g., computer lab) will be used to carry out project activities.	0	1
A summary of the type of contributions to be made by <i>each</i> partner was provided.	0	1
Description provided of how project will collaborate with other agencies, and how 21 st CCLC funds will be used with other federal, state, and local programs or funds to achieve project outcomes.	0	1
1) The per-pupil cost, given the services to be provided, was discussed and is reasonable. 2) Justification is provided for any request above the recommended guidelines or to charge parent fees. 3) A sliding scale for services for which a fee will be charged was provided, if applicable.	0	1
If applicable, waivers are requested for: equipment ownership other than the lead agency, inability to partner with at least one CBO, service hours below the minimum required, or exceeding restricted costs on computer hardware, stipends, or consultant fees.	0	1
Sub-Total Part A Calculation		

PART 8B — RESOURCES/BUDGET—(BUDGET)

	Does Not Meet Criteria	Meets Criteria
Maximum Possible Points—Part B--5		
The budget summary and justification are complete, detailed, and free of errors.	0	1
1) Justification for grant fund expenditures provided detail and itemization and is reasonable. 2) Justification for partner/local fiscal support provided detail and itemization.	0	1
Mandatory budget items (student transportation, accommodations for special needs students, and staff development) are included in either the grant funds requested or partner/local fiscal support section.	0	1
Restricted cost items, if budgeted, were within allowable limits or a waiver was requested in Part 8A—Adequacy of Resources.	0	1
No non-allowable costs were included in the budget.	0	1
Sub-Total Part B Calculation		
Total Budget Part A (5 Points Maximum Possible)		
Total Budget Part B (5 Points Maximum Possible)		
TOTAL POINTS—BUDGET (10 Maximum Possible)		

**Nebraska 21st Century Community Learning Centers Grant Program
Continuation Grant ♦ February 3, 2020 Application Deadline**

PART 4 — SITE INFORMATION/COMPETITIVE PRIORITIES

	Does Not Meet Criteria		Meets Criteria
Maximum Possible Points: 30			
This is a proposal for a 21 st CCLC Continuation grant.	0		5
The program will target students who attend schools implementing comprehensive support and improvement activities (CSI), targeted support and improvement activities (TSI) or additional targeted support and improvement (ATSI) for 2019-20.	0		5
Documentation is provided that the program will target students who attend schools that have a mobility rate above the 2018-19 statewide average.	0		5
Documentation is provided that the program will target students who attend schools that have an extreme poverty rate (60.00% or more of the building students qualified to receive free or reduced-cost meals in 2018-19).	0		5
Documentation is provided that the program will target students who attend schools that have an extreme poverty rate (80.00% or more of the building students qualified to receive free or reduced-cost meals in 2018-19).	0		5
Documentation is provided that the program will target students who attend schools that have a percentage of EL students above the 2018-19 statewide average.	0		5
TOTAL POINTS— COMPETITIVE PRIORITIES (30 Maximum Possible)			

PART 5 — JUSTIFICATION FOR CONTINUATION

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—20	1	2	3	4	5
Evidence was provided that an effective management team (including the building principal) meets regularly at each site. Narrative included meeting dates, meeting agendas, list of attendees, and examples that demonstrate the capacity of the management team to administer the 21 st CCLC program. The ongoing communication between the school building principal and the out of school time program leadership was documented.	1	2	3	4	5
Attendance goals were met at each site in 2018-19, or the amount of any budget readjustment and plan to improve was provided. Demographics of program participants were equal to or greater than the school day demographics at every site. If not, the plan to improve was provided.	1	2	3	4	5
A description of the <i>school district</i> financial or in-kind support to enhance or expand the program (i.e., increased financial support, additional staffing) was provided for the 2018-19 school year.	1	2	3	4	5
Excluding 21 st CCLC grant funds and school district support, the <i>community partner</i> financial or in-kind support to enhance or expand the program was provided for the 2018-19 school year.	1	2	3	4	5
TOTAL POINTS— (20 Maximum Possible)					

PART 6A — PROJECT DESIGN—(PROGRAM GOALS)

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—Part A--15	1	2	3	4	5
Description provided of how the continuous improvement process was used to refine and improve program outcomes during the previous 4 years. For the upcoming 5 years, the Goal 1 narrative 1) described the afterschool intervention, 2) indicated how the program will align with school day curriculum, 3) described the age appropriate, interesting, effective and evidence-based strategies that will positively impact this goal, and 4) where applicable, indicated how the program will align with school improvement plan of the school building.	1	2	3	4	5
For the upcoming 5 years, the Goal 2 narrative 1) indicated how the program will align with the behavior management plan and code of conduct of the school day program, 2) described how staff will receive training on the school day behavior management plan to consistently implement in afterschool, 3) described the program initiatives that promote positive youth development, and 4) described how program activities will foster positive social interactions between students and staff.	1	2	3	4	5
For the upcoming 5 years, the Goal 3 narrative 1) described the plan to increase family's support for student's learning, 2) described how communication to and from families will be regular and purposeful, 3 described four family engagement activities that will be offered per year, and 4) if applicable, documented the family literacy/parent education provided by the program in year 4 and described the years 6-10 or 11-15 plan to increase family's support for student's learning and to provide opportunities for literacy and related educational development to families of children and youth served by the program.	1	2	3	4	5
Sub-Total Part A Calculation					

PART 6B — PROJECT DESIGN—(PROGRAM ADMINISTRATION)

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—Part B--15	1	2	3	4	5
The membership team that will be administering the program and meeting regularly (recommended at least 8 times per year) was described and the plan to align it with the school day curriculum, maintain/recruit high quality staff, provide relevant professional development, conduct continuous improvement evaluation practices, as well as program and fiscal management of the grant, was provided.	1	2	3	4	5
The demographics of students listed in the 2018-19 CIP Data Snapshot (school day and afterschool) were provided. (Free/reduced lunch rate of year 4 regular attendees that is at or above school building demographics = 5 points, within 10% = 3 points, if less than 10% = 1 point). Description of the plan in years 6-10 for participant recruitment, enrollment and retention to assure that participants reflect the school building demographics was provided.	1	2	3	4	5
The transportation plan in the prior year (how it met the needs of students served) and the proposed plan for years 6-10, 11-15 or 16-20 was described, and adequately meets stated needs. If the need is met or there is no need, this was documented. A Schedule of Operation Table for each proposed site was provided, which includes total number of students to be served, organization operating site operation, collaborating partners at site, months of the year and days of the week program will be offered, daily hours of operation, and whether meals and/or snacks will be provided.	1	2	3	4	5
Sub-Total Part B Calculation					

PART 6C — PROJECT DESIGN—(MANAGEMENT PLAN)

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—Part C--25	1	2	3	4	5
STAFFING: 1) Project team used in year 5, 10 or 15 including the external CIP facilitator, was listed in the Staffing Summary Table, including each team member's position, name, qualifications, project responsibilities, student to staff ratio, and FTE to be devoted to the project. 2) Members of the 21 st CCLC management/technical assistance team are listed by name and role, including the administrative competency they contribute to the team and the frequency of team meetings is provided. If serving more than one site, a description of the membership responsible for administration and oversight was provided. 3) Percentage of grant funds to be spent on administration versus direct services with students is reasonable. 4) Percentage of FTE of director/site coordinator(s) to oversee grant and site operations is adequate given proposed activities. 5) Description provided of how qualified senior citizens or other volunteers will be used to carry out project duties. 6) Plans for initial and ongoing training of both staff members and volunteers were provided.	1	2	3	4	5
COLLABORATION & PARTNERSHIPS: 1) Documentation of how the project collaborated during years 1-5 with partners that signed letters of commitment in original grant application was provided. If any partners did not fulfill commitment, explanation and action taken were provided. 2) Letters of commitment in the Appendix substantiate contributions of \$1,000 or more in years 6-10 and provide evidence of prior experience or promise of success and total no less than 100% of the grant funds requested. 3) Description of how program was designed and will be implemented with input of those affected by the project was provided. 4) Description of partner's methods of communication/collaboration and delegation of duties/responsibilities or procedures for determining these, including sharing of student information, was provided. 5) Description of the capacity of the current 21 st CCLC program to serve as mentor providing tech. assistance resources for other 21 st CCLC grantees was provided. 6) Description of how program will help families support the learning of their children and youth was provided. 7) For years 1-5, documentation of how the 21 st CCLC program was carried out in active collaboration with the schools targeted students attend was provided.	1	2	3	4	5
A letter of commitment for years 6-10 or 11-15 is provided from <u>each</u> school building principal that addresses: 1) the system that will be developed to ensure that pertinent student data are shared between the school district and agencies providing services, 2) the plan for program alignment with school day curriculum at each grade level, and for individual student needs, 3) the plan for ongoing communication between project and school staff, 4) collaborative process for problem-solving, and 5) process for developing expectations regarding sharing space and equipment with the host facility and facility staff.	1	2	3	4	5

PART 6C — PROJECT DESIGN—MANAGEMENT PLAN) continued

	INADEQUATE (Information not provided)	WEAK (Lacks sufficient information)	MARGINAL (Requires additional clarification)	GOOD (Clear & complete)	EXCELLENT (Well conceived & thoroughly developed)
Maximum Possible Points—Part C--30					
EQUITABLE ACCESS & SITE LOCATION: 1) Documentation was provided for how the 21 st CCLC program provided equitable access and participation for students, family members, teachers, and other program beneficiaries with special needs including: ELL and literacy needs, disability and non-public school youth. 2) If fees will be charged, policies/procedures assuring students will not be denied access due to inability to pay were provided. 3) Documentation was provided that the project location(s) is/are either a school building or an equally safe and accessible location. The applicant proposes providing services in the upcoming 5 years at a school site(s) or non-school site(s) with evidence that all requirements listed on page A-16 of the grant application will be met. 4) Description of the location and space within the building in which the year 5 activities take place was provided. 6) Description of the location and space within the building in which the proposed years 6-10 activities will take place was provided. A letter of commitment is provided in the Appendix from each school principal or CBO director for each site, documenting that the program will have access to needed space and resources.	1	2	3	4	5
SUSTAINABILITY & FISCAL MANAGEMENT: 1) Evidence of sufficient partner/local fiscal support in the next 5 years (100% match) was provided to continue original level of services to the number of students served in year 4 was provided. 2) A preliminary plan for how the community learning center will continue after year 10 (sustainability) was described, including current, expanded and/or planned partnerships. 3) Description of investments by collaborative partners in year 11 was provided. 4) The organization that will act as the fiscal agent for the grant was identified and all requested information was supplied	1	2	3	4	5
Sub-Total Part C (30 Points Maximum Possible)					
Total Project Design Part A (15 Pts. Maximum Possible)					
Total Project Design Part B (15 Pts. Maximum Possible)					
Total Project Design Part C (25 Pts. Maximum Possible)					
TOTAL POINTS—PROJECT DESIGN (55 Maximum Possible)					

PART 7 — EVALUATION

	Does Not Meet Criteria	Meets Criteria
Maximum Possible Points--5		
An assurance was provided that the internal or external CIP facilitator will: 1) facilitate the self-assessment (by December 31), 2) facilitate the mid-year management team meeting (by January 31), 3) help identify and write a program highlight (by June 15), and 4) facilitate the annual continuous improvement process meeting at each site (by September 30).	0	1
The applicant's agreement to provide data to meet federal and state requirements in a timely manner was provided.	0	1
A description of the internal CIP facilitation support or a qualified external CIP facilitator that will meet the evaluation requirements was provided. If contracting with an external CIP facilitator, their qualifications and an assurance that they meet all criteria were provided.	0	1
Strategies to support project director or data steward in utilizing an online database and online forms to track student, site and program level data were described.	0	1
The management team's role in the continuous improvement process was described.	0	1
TOTAL POINTS—EVALUATION (5 Maximum Possible)		

PART 8A — RESOURCES/BUDGET—(ADEQUACY OF RESOURCES)

	Does Not Meet Criteria	Meets Criteria
Maximum Possible Points--5		
Description was provided of how the existing resources of the center site (e.g., computer lab) will be used to carry out project activities.	0	1
A summary of the type of contributions to be made by <i>each</i> partner was provided.	0	1
Description provided of how project will collaborate with other agencies and how 21 st CCLC funds will be used with other federal, state and local programs or funds to achieve project outcomes.	0	1
A sliding scale for services for which a fee will be charged was provided, if applicable.	0	1
If applicable, waivers are requested for: inability to partner with at least one CBO or service hours below the minimum required.	0	1
Sub-Total Part A Calculation		

PART 8B — RESOURCES/BUDGET—(BUDGET)

	Does Not Meet Criteria	Meets Criteria
Maximum Possible Points—Part B--5		
The budget summary and justification are complete, detailed, and free of errors.	0	1
1)Justification for grant fund expenditures provided detail and itemization and is reasonable. 2) Justification for partner/local fiscal support provided detail and itemization.	0	1
Mandatory budget items (student transportation, accommodations for special needs students, and staff development) are included in either the grant funds requested or partner/local fiscal support section.	0	1
Budget included partner/local fiscal support at least equal to the grant funds requested.	0	1
1)Restricted cost items, if budgeted, were within allowable limits. 2) No non-allowable costs were included in the budget.	0	1
Sub-Total Part B Calculation		
Total Budget Part A (5 Points Maximum Possible)		
Total Budget Part B (5 Points Maximum Possible)		
TOTAL POINTS—BUDGET (10 Maximum Possible)		

SECTION J. DEFINITIONS

APPLICANT—In general, an individual or organization would be considered an applicant if they are a provider or beneficiary of tangible goods or services provided by grant funding and are one of the aforementioned eligible applicants.

AUTHORIZED APPLICANT REPRESENTATIVE—An authorized representative of the applicant represents the applicant organization or consortium and will sign the “Statement of Assurances Signature Page” (NDE 34-013). For a consortium, an authorized representative for each co-applicant is also required to sign the "Consortia Partners Signature Page" (NDE 34-035).

BIA—Bureau of Indian Affairs.

BUDGET—The applicant's financial plan (including budget summary and justification), which shows the proposed use of funds for carrying out the project objectives and activities for each proposed year of the project.

CBO—Under the federal legislation, community-based organization (CBO) means a public or private non-profit organization of demonstrated effectiveness that is representative of the community or significant segments of the community, and provides educational or related services to individuals in the community.

CO-APPLICANT—A co-applicant is defined as any group or organization receiving services from, or providing \$1,000 or more per year in services/resources to, the proposed project.

COMMUNITY LEARNING CENTER—A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (afterschool, during holidays or summer recess). According to section 4201 (b)(1) of the program statute, a community learning center assists students in meeting State and local academic achievement standards in core academic subjects such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs, during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

CONSORTIUM OR COOPERATIVE— A consortium is defined as more than one agency/organization cooperating to provide or receive services, regardless of the dollar amount.

CONTINUATION 21st CCLC GRANT—Continuation grants are awarded to quality 21st CCLC programs, contingent upon the satisfactory attainment of continuation funding requirements. These grants are only available to school buildings which have successfully implemented 21st CCLC programming for five years.

EDGAR—Education Department General Administrative Regulations (EDGAR). The U.S. Department of Education code of federal regulations. These regulations may be reviewed in their entirety at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

EDUCATIONAL SERVICE UNIT (ESU) —Any of the units organized pursuant to Nebraska Revised Statutes §79-2201.

ELIGIBLE EXPENDITURES—Expenditures by the grant recipient(s) may be charged to the project only if they are in payment of an obligation incurred during the project period, conform to the approved budget, and comply with minimum requirements of federal and state statutes, NDE rules and regulations, and 21st CCLC policies.

EQUIPMENT—A movable or portable item, implement, device or machine designed for a specific purpose, which meets the following conditions:

- Retains original shape and appearance with use and is nonconsumable,
- Generally is repairable,
- Does not lose its identity,
- Is a necessary adaptation to upgrade an existing item of equipment in order to maintain current technology, and
- Is used to enhance classroom teaching, improve instructional management, or enhance district-wide administration.

ESEA—The Elementary and Secondary Education Act (ESEA).

ESSA—The Every Student Succeeds Act of 2015.

EXTENDED CONTRACT TIME/STIPEND PAYMENT—Payments (base wage plus benefits) made for grant-related work performed by employees of the applicant(s) outside of the normally contracted work time and assigned duties.

FAMILY MEMBER—A family member is defined as a sibling of the student being served, or any adult with an ongoing role in the upbringing of the student participant.

FBO—Faith-based organization includes churches, religious or parochial schools, and faith-based groups.

FIRST-TIME 21st CCLC GRANT—First-time grants are awarded to school building populations never previously receiving a 21st CCLC grant.

FISCAL AGENT—A fiscal agent is defined as a school district, educational service unit, or other entity or organization approved by NDE, responsible for all fiscal operations of the project (e.g., budgeting, accounting, auditing.)

FORMATIVE EVALUATION—Formative evaluation entails the collection of data throughout the project period to assess ongoing progress (e.g., quarterly) toward project objectives. Formative evaluation data is used to make decisions about programmatic changes that might improve the project's impact.

FREE AND REDUCED PRICE MEALS—Free meals or reduced priced meals made available to children eligible under federal guidelines. Those guidelines are based on family size and income or benefits such as Food Stamps or Temporary Assistance to Needy Families.

GRANT AWARD NOTIFICATION (GAN)—A contract documenting the grant recipient, amount of the grant award and other identifying information, grant period, standard and special terms and conditions of the award. The GAN is signed by the primary applicant representative, any co-applicant representatives on behalf of the respective board(s) of the applicant(s) and is countersigned by a 21st CCLC representative.

GRANT RECIPIENT—An eligible applicant or cooperative of eligible applicants in the State of Nebraska, which has/have written a funded project under the policies and procedures established for the Nebraska 21st CCLC grant program.

INSTRUCTIONAL MATERIALS—Non-equipment items that may include reference books, film rentals, prepared video and audiotapes, and necessary duplicated materials.

LEA—For the purposes of the 21st CCLC program, local education agency (LEA) is defined as a public school, private school, or charter school in Nebraska.

LEAD AGENCY—The lead agency is the organization that will function as the central point of information during the application phase, and will assume administrative oversight during the implementation phase if the grant is awarded.

LOCAL GRANTS—21st CCLC awards granted by the Nebraska Department of Education.

MOBILITY RATE—Any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. This would include students who transfer into a district and within a district, homebound students, students contracted to other agencies, etc. An individual child is counted only once. Example one: A school building begins the year with 20 students. During the year three students move out and three students move in. The mobility number is six. Example two: A school building begins the year with 25 students. During the year five students move out, but one of them returns. The mobility number is five. An individual child is counted only once.

NON-PROFIT EDUCATIONAL ORGANIZATION—A Nebraska non-profit corporation, duly incorporated and in good standing pursuant to Nebraska Revised Statutes §21-1901, et. seq.; which has a current tax exempt status pursuant to IRS Code 501(C)(3), and which is organized for educational purposes.

PARTNER/LOCAL FISCAL SUPPORT—This includes cash contributed within the project duration for the benefit of the project activities. In-kind contributions may include services, paid staff time, instructional materials, equipment, or supplies which will be donated for the implementation of activities specified in the proposal. Fiscal support includes monies that will be donated on behalf of the applicant or partners for activities specified in the proposal, if the proposal is funded.

PRE-KINDERGARTEN PROGRAM—For purposes of the Nebraska 21st CCLC grant program, a pre-kindergarten program is defined as one serving enrolled kindergartners and is limited to the summer months immediately preceding the child's entry into kindergarten.

PROGRAM INCOME—Income received by the grantee directly generated by a grant-supported activity, or earned only as a result of the grant agreement during the grant period (e.g., fees). Programs charging a fee for participation in the 21stCCLC program must use a sliding fee scale.

PROJECT—A project is a proposal that is funded as evidenced by the signature of an authorized Nebraska Department of Education (NDE) representative on a Grant Award Notification. Signatures of the NDE representative, the authorized applicant representative, and all pertinent co-applicant representatives on the Grant Award Notification complete the contract, binding both the eligible recipient(s) to the accomplishment of the project's objectives and activities.

PROJECT DIRECTOR—The project director is the person who will be directly responsible for the day-to-day operations of the project and has primary responsibility for ensuring that the activities funded by the major competitive grant take place.

PROJECT DURATION—The length of time for which the project's funding has been authorized (five years).

PROJECT TEAM—The project team is made up of personnel and/or consultants involved in conducting the project.

PROJECT YEAR—An annual period within the project duration that corresponds to the grant start date (July 1 - June 30 or September 1 - August 31).

PROPOSAL—An eligible recipient's request for funding under the policies and procedures established for the Nebraska 21st Century Community Learning Centers Grant Program.

REGULAR ATTENDEE—Regular attendee is defined as a student who attends 30 days or more for a typical 180-day school year or 16.6% of the number of days the program component services are offered.

SCHOOL DISTRICT—For the purposes of the 21st CCLC program, is defined as a public or private school system organized to provide education in elementary and/or secondary grades.

SCHOOL FISCAL YEAR—September 1 through August 31.

SCHOOL IMPROVEMENT PLAN—A long-term plan that identifies priority areas for learning improvement (target area goals) as well as an action plan that delineates the steps a district will take to address the target area goals.

SEA—State education agency (i.e., the Nebraska Department of Education).

STATE FISCAL YEAR—July 1 through June 30.

STIPEND/EXTENDED CONTRACT TIME PAYMENT—Payments (base wage plus benefits) made for grant-related work performed by employees of the applicant outside of the normally contracted work time and assigned duties.

SUMMATIVE EVALUATION—At the conclusion of the project, summative evaluation strategies are used to measure the changes that occurred as a result of the project. Summative evaluation data is compared to baseline data to show how successful the project was in achieving the expected outcomes.

TANF—Temporary Assistance for Needy Families (TANF), formerly the Aid to Dependent Children (ADC) program which became a federal block grant to States in 1996. This program provides cash assistance to low-income families with minor children.

TEACHER—A holder of a public or non-public teaching certificate issued pursuant to 92 NAC 21.

TITLE I—A federal program under NCLB improving the academic achievement of the disadvantaged.

TITLE I SCHOOL DESIGNATED AS IN NEED OF IMPROVEMENT— A school that has not met adequate yearly progress, per Title I, for the last two consecutive years.

TITLE I SCHOOLWIDE PROGRAM— A schoolwide program permits a high-poverty school to use funds from Title I, Part A and other federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students. This contrasts with a Title I targeted assistance program, through which Title I, Part A funds are used only for supplementary educational services for eligible children who are failing or at risk of failing to meet state standards.

A school with a Title I schoolwide program is one that:

- serves a participating attendance area or is a participating school under section 1113 of Title I of P.L. 107-110, No Child Left Behind Act, and
- has at least 40% of the children enrolled in the school or residing in the school attendance area from low-income families.

USDOE—United States Department of Education or federal Department of Education.

SECTION K. RESOURCES ON AFTERSCHOOL PROGRAMS

The list below describes some key resources on afterschool programs. This list is not meant to be exclusive.

21st Century Community Learning Centers Grant Program--U.S. Department of Education – <http://www.ed.gov/21stcclc>

The USDOE presents information about national education issues, publications, education statistics, and information about its different offices and programs. For more about afterschool programs, visit 21st Century Community Learning Centers at:

21st Century Community Learning Centers Grant Program—Nebraska Department of Education - <http://www.education.ne.gov/21stcclc/>

This website provides information and resources about the Nebraska 21st CCLC program, including the Nebraska State Board of Education Policy for Expanded Learning Opportunities.

Afterschool Alliance - www.afterschoolalliance.org

A nonprofit public awareness and advocacy group dedicated to ensuring that all children have access to afterschool programs. The website includes policy information, research, and tips and information on how to advocate for afterschool.

Coalition for Community Schools -- <http://www.communityschools.org>

An alliance of national, state and local organizations in K-16 education, youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks. The Coalition advocates for community schools as the vehicle for strengthening schools, families and communities so that together they can improve student learning.

C. S. Mott Foundation – <http://www.mott.org>

A leading partner in the USDOE's 21st Century Community Learning Centers initiative, the C. S. Mott Foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success - <http://www.expandinglearning.org/expandingminds>

A compendium of studies, reports, and commentaries by 100+ professionals and policy leaders on the best practices, impact, and future of expanded learning opportunities.

Food Research and Action Center (FRAC) – <http://www.frac.org>

A 501(c)(3) non-profit with extensive information that can assist afterschool programs in accessing the child nutrition programs, and is able to provide in-depth technical support to the states and grantees.

Forum for Youth Investment -- <http://www.forumforyouthinvestment.org>

The Forum for Youth Investment (the Forum) is a nonprofit, nonpartisan organization dedicated to helping communities and the nation make sure all young people are ready by 21 — ready for work, college and life.

Global Family Research Project- <https://globalfrp.org/>

The Harvard Family Research Project (HFRP), at the Harvard Graduate School of Education, builds on its expertise in evaluation and knowledge development to improve evaluation work and promote greater conversation and knowledge-sharing about evaluation among practitioners, policymakers, funders, researchers, and evaluators in the afterschool field. HFRP

supports the development of quality information and capacity-building tools that will improve research and evaluation work and use of information in the field, especially at the local level.

National Institute for Out-of-School Time (NIOST) - <http://www.niost.org>

NIOST, at the Center for Research on Women at Wellesley College, has successfully brought national attention to the importance of children's out-of-school time, influenced policy, increased standards and professional recognition, and spearheaded community action aimed at improving the availability, quality and viability of programs serving children and youth. Specific Resources:

- **Afterschool Matters Journal** - <http://www.niost.org/Publications/Afterschool-Matters/>
- This is a national, peer-reviewed journal dedicated to promoting professionalism, scholarship and consciousness in the field of afterschool education. It serves those involved in developing and managing programs for youth during the out-of-school time hours and those engaged in research and in shaping youth development policy.
- **Research Briefs** - <http://www.niost.org/Publications/research-briefs>

U.S. Department of Agriculture – <http://www.fns.usda.gov/cnd>

The Child Nutrition program of the Food and Nutrition Service provides information on the afterschool snack program, including eligibility and reimbursement.

U.S. Department of Health and Human Services – <http://www.hhs.gov>

The section on Health and Human Child Care Programs, including the Child Care Development Fund, offers useful resources.

You for Youth – <http://y4y.ed.gov/>

This website, developed by the U.S. Department of Education provides information and resources designed for 21st CCLC programs. The site provides instructional and professional development resources in (1) supporting positive relationships with children and youth, (2) providing professional development and technical assistance opportunities, (3) creating partnerships, (4) managing a 21st CCLC program, and (5) leading program staff. The site includes hundreds of searchable webinars, tools and resources, including the [Afterschool Training Toolkit](#) to create positive experiences for all children in 21st CCLC programs.

SECTION L. FEDERAL STATUTE

PART B—21ST CENTURY COMMUNITY LEARNING CENTERS

SEC. 4201. 21ST CENTURY COMMUNITY LEARNING CENTERS.

(a) PROGRAM AUTHORIZED.—Part B of title IV (20 U.S.C. 7171 et seq.) is amended to read as follows:

“PART B—21ST CENTURY COMMUNITY LEARNING CENTERS

“SEC. 4201. PURPOSE; DEFINITIONS.

“(a) PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—

“(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; (in core academic subjects, such as reading and mathematics)

“(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

“(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

“(b) DEFINITIONS.—In this part:

“(1) COMMUNITY LEARNING CENTER.—*The term ‘community learning center’ means an entity that—*

“(A) assists students to meet the challenging State academic standards (in core academic subjects, such as reading and mathematics) by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that—

“(i) reinforce and complement the regular academic programs of the schools attended by the students served; and

“(ii) are targeted to the students’ academic needs and aligned with the instruction students receive during the school day; and

“(B) offers families of students served by such center opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

“(2) COVERED PROGRAM.—*The term ‘covered program’ means a program for which—*

“(A) the Secretary made a grant under this part (as this part was in effect on the day before the effective date of this part under the Every Student Succeeds Act); and

“(B) the grant period had not ended on that effective date.

“(3) ELIGIBLE ENTITY.—*The term ‘eligible entity’ means a local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.*

“(4) EXTERNAL ORGANIZATION.—*The term ‘external organization’ means—*

“(A) a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or

“(B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities.

“(5) RIGOROUS PEER-REVIEW PROCESS.—The term ‘rigorous peer-review process’ means a process by which—

“(A) employees of a State educational agency who are familiar with the programs and activities assisted under this part review all applications that the State receives for awards under this part for completeness and applicant eligibility;

“(B) the State educational agency selects peer reviewers for such applications, who shall—

“(i) be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and

“(ii) not include any applicant, or representative of an applicant, that has submitted an application under this part for the current application period; and

“(C) the peer reviewers described in subparagraph (B) review and rate the applications to determine the extent to which the applications meet the requirements under sections 4204(b) and 4205.

“(6) STATE.—The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

“SEC. 4202. ALLOTMENTS TO STATES.

“(a) RESERVATION.—From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve—

“(1) such amounts as may be necessary to make continuation awards to subgrant recipients under covered programs (under the terms of those grants);

“(2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and

“(3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Education, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

“(b) STATE ALLOTMENTS.—

“(1) DETERMINATION.—From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.

“(2) REALLOTMENT OF UNUSED FUNDS.—If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State’s allotment to the remaining States in accordance with this part.

“(c) STATE USE OF FUNDS.—

“(1) IN GENERAL.—Each State that receives an allotment under this part shall reserve not less than 93 percent (95 percent) of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.

“(2) STATE ADMINISTRATION.—A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for—

“(A) the administrative costs of carrying out its responsibilities under this part;

“(B) establishing and implementing a rigorous peer review process for subgrant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and

“(C) awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

“(3) STATE ACTIVITIES.—A State educational agency may use not more than 5 percent (3 percent) of the amount made available to the State under subsection (b) for the following activities:

“(A) Monitoring and evaluating programs and activities assisted under this part.

“(B) Providing capacity building, training, and technical assistance under this part.

“(C) Conducting a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.

“(D) Providing training and technical assistance to eligible entities that are applicants for or recipients of awards under this part.

“(E) Ensuring that any eligible entity that receives an award under this part from the State aligns the activities provided by the program with the challenging State academic standards.

“(F) Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.

“(G) Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve State policies and practices to support the implementation of effective programs under this part.

“(H) Coordinating funds received under this part with other Federal and State funds to implement high-quality programs.

“(I) Providing a list of prescreened external organizations, as described under section 4203(a)(11).

“SEC. 4203. STATE APPLICATION.

“(a) IN GENERAL.—In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that—

“(1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

“(2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;

“(3) contains an assurance that the State educational agency—

“(A) will make awards under this part to eligible entities that serve—

“(i) students who primarily attend—

“(I) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

“(II) other schools determined by the local educational agency to be in need of intervention and support; and

“(ii) the families of such students; and

“(B) will further give priority to eligible entities that propose in the application to serve students described in subclauses (I) and (II) of section 4204(i)(1)(A)(i);

“(4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards;

“(5) describes how the State educational agency will ensure that awards made under this part are—

“(A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and

“(B) in amounts that are consistent with section 4204(h);

“(6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development;

“(7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;

“(8) contains an assurance that the State educational agency—

“(A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and

“(B) will require each eligible entity seeking such an award to submit a plan describing how the activities to be funded through the award will continue after funding under this part ends;

“(9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;

“(10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;

“(11) describes how the State will—

“(A) prescreen external organizations that could provide assistance in carrying out the activities under this part; and

“(B) develop and make available to eligible entities a list of external organizations that successfully completed the prescreening process;

“(12) provides—

“(A) an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer recess) programs and activities, the heads of the State health and mental health agencies or their designees, statewide after-school networks (where applicable) and representatives of teachers, local educational agencies, and community-based organizations; and

“(B) a description of any other representatives of teachers, parents, students, or the business community that the State has selected to assist in the development of the application, if applicable;

“(13) describes the results of the State’s needs and resources assessment for before and after school (or summer recess) programs and activities, which shall be based on the results of ongoing State evaluation activities;

“(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum—

“(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that—

“(i) are able to track student success and improvement over time;

“(ii) include State assessment results and other indicators of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level; and

“(iii) for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities;

“(B) a description of how data collected for the purposes of subparagraph (A) will be collected; and

“(C) public dissemination of the evaluations of programs and activities carried out under this part; and

“(15) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

“(b) DEEMED APPROVAL.—An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

“(c) DISAPPROVAL.—The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and an opportunity for a hearing.

“(d) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall—

“(1) give the State educational agency notice and an opportunity for a hearing; and

“(2) notify the State educational agency of the finding of noncompliance and, in such notification—

“(A) cite the specific provisions in the application that are not in compliance; and

“(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

“(e) RESPONSE.—If the State educational agency responds to the Secretary’s notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

“(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

“(2) the expiration of the 120-day period described in subsection (b).

“(f) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary’s notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

“(g) LIMITATION.—The Secretary may not give a priority or a preference for States or eligible entities that seek to use funds made available under this part to extend the regular school day.

“SEC. 4204. LOCAL COMPETITIVE SUBGRANT PROGRAM.

“(a) IN GENERAL.—

“(1) COMMUNITY LEARNING CENTERS.—A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to award subgrants to eligible entities for community learning centers in accordance with this part.

“(2) EXPANDED LEARNING PROGRAM ACTIVITIES.—A State that receives funds under this part for a fiscal year may use funds under section 4202(c)(1) to support those enrichment and engaging academic activities described in section 4205(a) that—

“(A) are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;

“(B) supplement but do not supplant regular school day requirements; and

“(C) are carried out by entities that meet the requirements of subsection (i).

“(b) APPLICATION.—

“(1) IN GENERAL.—To be eligible to receive a subgrant under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require.

“(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

“(A) a description of the activities to be funded, including—
“(i) an assurance that the program will take place in a safe and easily accessible facility;
“(ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and
“(iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;

“(B) a description of how such activities are expected to improve student academic achievement as well as overall student success;

“(C) a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;

“(D) an assurance that the proposed program was developed and will be carried out—
“(i) in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality; and
“(ii) in alignment with the challenging State academic standards and any local academic standards;

“(E) a description of how the activities will meet the measures of effectiveness described in section 4205(b);

“(F) an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;

“(G) an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;

“(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;

“(I) an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

“(J) a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students;

“(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;

“(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;

“(M) if the eligible entity plans to use (senior) volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and

“(N) such other information and assurances as the State educational agency may reasonably require.

“(c) APPROVAL OF CERTAIN APPLICATIONS.—The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

“(d) PERMISSIVE LOCAL MATCH.—

“(1) IN GENERAL.—A State educational agency may require an eligible entity to match subgrant funds awarded under this part, except that such match may not exceed the amount of the subgrant and may not be derived from other Federal or State funds.

“(2) SLIDING SCALE.—The amount of a match under paragraph (1) shall be established based on a sliding scale that takes into account—

“(A) the relative poverty of the population to be targeted by the eligible entity; and

“(B) the ability of the eligible entity to obtain such matching funds.

“(3) IN-KIND CONTRIBUTIONS.—Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.

“(4) CONSIDERATION.—Notwithstanding this subsection, a State educational agency shall not consider an eligible entity’s ability to match funds when determining which eligible entities will receive subgrants under this part.

“(e) PEER REVIEW.—In reviewing local applications under this part, a State educational agency shall use a rigorous peer-review process or other methods to ensure the quality of funded projects.

“(f) GEOGRAPHIC DIVERSITY.—To the extent practicable, a State educational agency shall distribute subgrant funds under this part equitably among geographic areas within the State, including urban and rural communities.

“(g) DURATION OF AWARDS.—A subgrant awarded under this part shall be awarded for a period of not less than 3 years and not more than 5 years.

“(h) AMOUNT OF AWARDS.—A subgrant awarded under this part may not be made in an amount that is less than \$50,000.

“(i) PRIORITY.—

“(1) IN GENERAL.—In awarding subgrants under this part, a State educational agency shall give priority to applications—

“(A) proposing to target services to—

“(i) students who primarily attend schools that—

“(I) are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and

“(II) enroll 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; and

“(ii) the families of students described in clause (i);

“(B) submitted jointly by eligible entities consisting of not less than 1—

“(i) local educational agency receiving funds under part A of title I; and

“(ii) another eligible entity; and

“(C) demonstrating that the activities proposed in the application—

“(i) are, as of the date of the submission of the application, not accessible to students who would be served; or

“(ii) would expand accessibility to high-quality services that may be available in the community.

“(2) SPECIAL RULE.—The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part.

“(3) LIMITATION.—A State educational agency may not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.

“(j) RENEWABILITY OF AWARDS.—A State educational agency may renew a subgrant provided under this part to an eligible entity, based on the eligible entity’s performance during the preceding subgrant period.

“SEC. 4205. LOCAL ACTIVITIES.

“(a) AUTHORIZED ACTIVITIES.—Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

- “(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
 - “(A) the challenging State academic standards and any local academic standards; and
 - “(B) local curricula that are designed to improve student academic achievement;
- “(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment; (mathematics and science activities)
- “(3) literacy education programs, including financial literacy programs and environmental literacy programs;
- “(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- “(5) services for individuals with disabilities;
- “(6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- “(7) cultural programs;
- “(8) telecommunications and technology education programs;
- “(9) expanded library service hours;
- “(10) parenting skills programs that promote parental involvement and family literacy;
- “(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- “(12) drug and violence prevention programs and counseling programs;
- “(13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- “(14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

“(b) MEASURES OF EFFECTIVENESS.—

“(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14), such program or activity shall—

- “(A) 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;
- “(B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- “(C) if appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
- “(D) 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 described in section 4203(a)(14)(A); and
- “(E) collect the data necessary for the measures of student success described in subparagraph (D).

“(2) PERIODIC EVALUATION.—

“(A) IN GENERAL.—The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency’s overall evaluation plan as described in section 4203(a)(14), to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

“(B) USE OF RESULTS.—The results of evaluations under subparagraph (A) shall be—

- “(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures;*
- “(ii) made available to the public upon request, with public notice of such availability provided; and*
- “(iii) used by the State to determine whether a subgrant is eligible to be renewed under section 4204(j).*

“SEC. 4206. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$1,000,000,000 for fiscal year 2017 and \$1,100,000,000 for each of fiscal years 2018 through 2020.”.