

April 13, 2022

ERIKA MARTINE-DUQUETTE  
EDUCATION ASSOCIATE, CONTRACTING & PROCUREMENT  
DE DEPARTMENT OF EDUCATION, OPERATIONS SUPPORT,  
FINANCE OFFICE, RM 281  
401 FEDERAL STREET, SUITE #2  
DOVER, DE 19901-3639



**RE: TRANSMITTAL LETTER**

Dear Ms. Martine-Duquette,

The attached proposal is representative of the Caesar Rodney School District's (CRSD) intent to be considered for 21<sup>st</sup> Century Community Learning Centers funding. The CRSD is not requesting any applicant exceptions to the requirements of the RFP, as indicated on Attachment #3. If awarded this project we believe it will have a profound impact on reading and math proficiency levels for participating students, as well as cultivating the leadership capabilities of students within Caesar Rodney High School, Postlethwait Middle School, Fifer Middle School, and Magnolia Middle School while decreasing access barriers for English Language Learners to increase academic performance.

In addition, we find the purpose of the funding wholly consistent with our district's equity centered approach to meeting the needs of every student that we serve. The activities within our application are aimed at giving our students at the designated program sites an opportunity to thrive via an enriched education through these services.

SINCERELY,

CLIFFVOND. HOWELL,  
EQUITY AND DIVERSITY COORDINATOR



**RFP DOE 2022-04**  
**Appendix B – SCOPE OF WORK**

**Delaware**  
**21<sup>st</sup> Century Community Learning Centers**  
**2022 - 2023 Subgrant Application**  
**Cohort 20**

**Caesar Rodney 21<sup>st</sup> Century Community Learning Centers**

**CR High School; Postlethwait Middle School; Fifer Middle School; Magnolia Middle School**  
**Dr. Tamara Toles Torain**  
Assistant to the Superintendent  
**Caesar Rodney School District**  
7 Front Street, Wyoming, DE 19934  
(302) 698-4800  
tamara.tolestorain@cr.k12.de.us

**University of Delaware**  
**Doug Crouse/Mary Snyder**  
State 4-H Program Leader/Contracts & Grant Analyst  
**210 Hullihen Hall, Newark, DE 19716**  
(302) 831-7340  
dcrouse@udel.edu / marysw@udel.edu

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Table of Contents**

**Total of 204 points**

**Section I Executive Summary** 3 points

**Section 2 Application Information** 0 points

Basic Information  
Center Information  
Center Operation  
Priorities

**Section 3 Collaboration and Partnerships** 12 points

Collaboration and Partnership Questions  
Collaboration and Partnerships Responsibility Checklist  
Collaboration and Partnerships Form

**Attachment:**

*Memorandum(a) of Understanding (MOU)* 3 points

**Section 4: Program Management** 39 points

Agency Background and Capacity  
Management and Organizational Structure  
Program Communication  
Personnel  
Participant Recruitment, Enrollment, Attendance, Behavior,  
and Discipline Policies  
Equitable Access and Transportation  
Non-Public Schools  
Office of Childcare Licensing

**Attachment:**

*Nonpublic School Intent to Participate Letter(s)* 0 points

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

<b>Section 5 Program Design</b>	63 points
Needs Assessment	
Goals, Objectives, and Strategies – Goal #1	
Goals, Objectives, and Strategies – Goal #2	
Goals, Objectives, and Strategies – Goal #3	
<b>Section 6 Program Delivery</b>	45 points
Youth Development Practices	
School Year Program Schedule	
Summer Program Schedule	
<b>Section 7 Evaluation Plan</b>	15 points
<b>Section 8 Fiscal Management, Budget, and Sustainability</b>	12 points
DDOE Sub-subgrant Application Form	0 points
DDOE FFATA Data Collection Form	0 points
<b>Attachment:</b>	
<i>Budget Pages</i>	12 points
<b>Section 9 Assurances, Certifications, and Signatures</b>	0 points

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

## **Introduction**

### **Overview**

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

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

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

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

### **Eligible Applicants**

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

### **Subgrant Awards**

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

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

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

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

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

#### Measures of Effectiveness

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

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

Ideally, each program or activity shall:

- be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
- be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- if appropriate, be based upon evidence-based research that the program or activity will help students meet the State academic standards;
- ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and
- collect the data necessary for the measures of student success.

#### High Quality Program Characteristics

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

**Allowable Activities**

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

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with academic standards and curricula that are designed to improve student academic achievement;
- well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- literacy education programs, including financial literacy programs and environmental literacy programs;
- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- services for individuals with disabilities;
- programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
- cultural programs;
- telecommunications and technology education programs;
- expanded library service hours;
- parenting skills programs that promote parental involvement and family literacy;
- programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- drug and violence prevention programs and counseling programs;
- programs that build skills in STEM - science, technology, engineering, and mathematics, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- programs that partner with in-demand fields of the local workforce or build career competencies and career readiness

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

### Reports

Subgrantees will be required to submit the following:

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

### Application Process

To be considered, all applications must be submitted in writing and respond to the items outlined in the RFP. The State reserves the right to reject any non-responsive or non-conforming applications. Each application must be submitted with two (2) paper copies and two (2) electronic copies on CD or DVD media disk, or USB memory drive.

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

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

All properly sealed and marked applications are to be sent to DDOE and received no later than **2:00 PM** (Local Time) on **April 13, 2022**. The applications may be delivered by Express Delivery (e.g., FedEx, UPS, etc.), US Mail, or by hand to:

**Erika Martine-Duquette**  
**Education Associate, Contracting & Procurement**  
**Delaware Department of Education**  
**Operations Support, Finance Office, Rm. 281**  
**401 Federal Street, Suite #2**  
**Dover, DE 19901-3639**

Vendors are directed to clearly print **"BID ENCLOSED"** and **"CONTRACT NO. DOE 2022-04"** on the outside of the bid submission package.

Any proposal received after the Deadline for Receipt of Proposals date shall not be considered and shall be returned unopened. The proposing vendor bears the risk of delays in delivery and any costs for returned



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

proposals. The contents of any proposal shall not be disclosed as to be made available to competing entities during the negotiation process.

Proposals received after the specified date and time will not be accepted or considered.

**Where to Obtain Assistance:**

All requests, questions, or other communications about this RFP shall be made in writing to the State of Delaware. Address all communications to the person listed below; communications made to other State of Delaware personnel or attempting to ask questions by phone or in person will not be allowed or recognized as valid and may disqualify the vendor. Vendors should rely only on written statements issued by the RFP designated contact.

**Erika Martine-Duquette**  
**DE Department of Education, Finance Office**  
**401 Federal Street, Ste 2**  
**Dover, DE 19901**  
**Email: [Erika.Martine-Duquette@doe.k12.de.us](mailto:Erika.Martine-Duquette@doe.k12.de.us)**

To ensure that written requests are received and answered in a timely manner, electronic mail (e-mail) correspondence is acceptable, but other forms of delivery, such as postal and courier services can also be used. The 21st CCLC subgrant application and budget workbook are available in electronic format on the Department of Education's 21<sup>st</sup> CCLC website.

**Awards Final**

Decisions regarding applications selected for award are final.

**Application Review Process**

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

**Pre-review**

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

**Review**

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

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

**Non-Discrimination Statement:**

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Scoring Sheet**

Application #: \_\_\_\_\_ Requested Funding: \$ 400,000

Applicant Agency: Caesar Rodney School District

School(s): Caesar Rodney High School Fifer Middle School  
Magnolia Middle School Postlethwait Middle School

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

Overall Scoring Chart		
<i>Project Sections</i>	<i>Maximum Points</i>	<i>Reviewer Score</i>
Section 1: Executive Summary	3	
Section 3: Collaboration and Partnerships	12	
Section 4: Program Management	39	
Section 5: Program Design	63	
Section 6: Program Delivery	45	
Section 7: Evaluation Plan	15	
Section 8: Fiscal Management, Budget, and Sustainability	12	
Attachment: Memorandum(a) of Understanding (MOU)	3	
Attachment: Budget Pages	12	
<b>Total Points</b>	<b>204</b>	

Applicants must have scored a minimum of **170** total points  
to be considered for funding.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section I: Executive Summary**

**3 points**

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

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

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

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

One page limit for this section

The CR 21st Century Community Learning Centers Program’s (CR 21st CCLC) mission is to provide educational enrichment opportunities for our students, including those from our most vulnerable settings. CR 21st CCLC will endeavor to provide program participants with constructive learning activities aimed at limiting learning loss during peak times for education regression by giving middle school and high school students a learning experience that combines rigorous academic support with exposure to cultural and recreational activities that are designed to increase their knowledge of the fine arts; arts and crafts; leadership building; and the historical significance of key figures and places throughout Delaware and the surrounding areas.

The CRSD acknowledges that some of our students have struggled to maintain pre-pandemic performance levels. This is not a phenomena that is resigned to specific learning groups. Understanding that the pandemic is having an impact across the board within our learning community, we also see a need to increase support for our most vulnerable learners. These are students that intersect multiple groups with established learning impediments (ie. English Language Learners from low income households). CR 21st CCLC will provide an opportunity for our secondary students from the home sites of Caesar Rodney High School; Fred Fifer, III Middle School; Magnolia Middle School; and Postlethwait Middle School to retain progress towards academic proficiency throughout the summer vacation period while offering opportunities to close deficits dating back to the remote instruction period (academic years 2019-2020 and 2020-2021) with the additional hours of tutoring and academic support during the afterschool sessions to be held four days a week throughout the academic year, and four days a week during an eight week summer session. In addition, CRHS students will have access to an advanced leadership training curriculum that will be executed by the Life by Design organization.

The program goals will be:

- To increase the proficiency level in English language arts for 50% of program participants.
- To increase on-track attendance for 75% of program participants.
- To increase math proficiency for 50% of program participants.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

- To provide recreational opportunities that will aid in combating juvenile obesity throughout the summer months.
- To partner with the Delaware 4-H and Life by Design to implement evidence-based programming and leadership development for program participants.

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

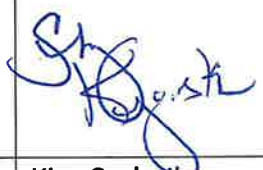

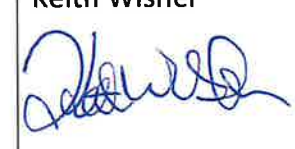

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 2 – Application Information**

<b>Basic Information</b>			
Status Lead Agency and Fiscal Agent (please check)			
<input checked="" type="checkbox"/> School District		<input type="checkbox"/> Private Non-Profit Agency	
<input type="checkbox"/> Faith-Based Agency		<input type="checkbox"/> Private For-Profit Agency	
<input type="checkbox"/> Other (please explain):			
Lead Agency and Fiscal Agent: Kimberly Judy			
Address: 7 Front Street			
City, State: Wyoming, DE		Zip: 19934	
Telephone Number: 302-697-4980		Fax Number:	
E-mail Address: kimberly.judy@cr.k12.de.us			
Federal Employee ID #:		Child Care License # (unless exempt school):	
Past Or Current 21 <sup>st</sup> CCLC Subgrantee		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Program Director:		Telephone Number:	
E-mail Address:		Fax Number:	
Subgrant Start Date:	Subgrant End Date:	Amount Requested:	
<b>September 1, 2022</b>	<b>August 31, 2023</b>	<b>\$400,000</b>	
Anticipated 2022 – 2023 <b>School Year</b> Enrollment: 135		Anticipated 2023 <b>Summer</b> Enrollment: 135	
Anticipated Average Daily 2022 – 2023 <b>School Year</b> Attendance: 123		Anticipated Average Daily 2023 <b>Summer</b> Attendance: 123	
Total Cost Per Student Per Year: ("Total amount requested" divided by the "Number of students") \$ 2,963			
List the school district(s) this program primarily will serve: Caesar Rodney School District		Please check as many as apply:	
Check the county(ies) this program primarily will serve: <input type="checkbox"/> New Castle <input checked="" type="checkbox"/> Kent <input type="checkbox"/> Sussex		<input type="checkbox"/> Establishment of a new program	
		<input type="checkbox"/> Expansion of an existing program	
		<input type="checkbox"/> Current 21st CCLC Subgrantee	
		<input checked="" type="checkbox"/> New 21 <sup>st</sup> CCLC Subgrantee	
Activities will primarily serve students and/or their families attending schools with at least a 40% poverty rate			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Application reflects a partnership between school/school district and community agency			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assurances have been signed as required			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 2: Application Information**  
**Center Information – SCHOOL YEAR**

Center Name (where services are provided) <b><u>Each Center must serve a minimum of 25 students.</u></b>	Number of Students Served by Center Site	School Building(s) and District of Target Student Population	Targeted Student Population - Grade Levels and Subgroups	School Building Principal Printed Name and Signature*
Caesar Rodney High School	Enrollment: 36	Building: Caesar Rodney High School	Grade Levels: 9-12 Subgroups:	Dr. Sherry Kijowski 
	Average Daily Attendance: 32	District: Caesar Rodney School District		
Fifer Middle School	Average Daily Enrollment: 33	Building: Fifer Middle School	Grade Levels: 6-8 Subgroups:	Kim Corbell 
	Average Daily Attendance: 30	District: Caesar Rodney School District		
Magnolia Middle School	Average Daily Enrollment: 33	Building: Magnolia Middle School	Grade Levels: 6-8 Subgroups:	Keith Wisher 
	Average Daily Attendance: 30	District: Caesar Rodney School District		
Postlethwait Middle School	Average Daily Enrollment: 33	Building: Postlethwait Middle School	Grade Levels: 6-8 Subgroups:	Dr. Kristina Failing 
	Average Daily Attendance: 30	District: Caesar Rodney School District		
	Average Daily Enrollment:	Building:	Grade Levels:  Subgroups:	
	Average Daily Attendance:	District:		

\*Must have live signature

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



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Center Information – SUMMER**

Center Name (where services are provided) <b><u>Each Center must serve a minimum of 25 students.</u></b>	Number of Students Served by Center Site	School Building(s) and District of Target Student Population	Targeted Student Population - Grade Levels and Subgroups	School Building Principal Printed Name and Signature*
Caesar Rodney High School	Enrollment: 71	Building: Caesar Rodney High School	Grade Levels: 9-12 Subgroups:	Dr. Sherry Kijowski
	Average Daily Attendance: 64	District:		
Fifer Middle School	Enrollment: 33	Building: Fifer Middle School	Grade Levels: 6-8 Subgroups:	Kim Corbeil
	Average Daily Attendance: 31	District:		
Magnolia Middle School	Average Daily Enrollment: 33	Building: Magnolia Middle School	Grade Levels: 6-8 Subgroups:	Keith Wisher
	Average Daily Attendance: 31	District:		
Postlethwait Middle School	Average Daily Enrollment: 33	Building: Postlethwait Middle School	Grade Levels: 6-8 Subgroups:	Dr. Kristina Failing
	Average Daily Attendance: 31	District:		
	Average Daily Enrollment:	Building:	Grade Levels:  Subgroups:	
	Average Daily Attendance:	District:		

\*Must have live signature

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

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

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 2: Application Information**  
**Center Operation**

<b>Before-School Program</b> <i>(This cannot be a "drop-in" program, transportation must be provided, and there must be a minimum of 2 hours for a before-school program to use 21<sup>st</sup> CCLC funds.)</i>			
Grade Level: N/A			
Number of Weeks: N/A	Days per Week: N/A	Hours/Session: N/A	Total Hours of Operation: N/A
Number Paid Staff: N/A	Number of Volunteers: N/A	Number of Sessions: N/A	
<b>Afterschool Program</b>			
Grade Level: 6-12			
Number of Weeks*: 36	Days per Week: <i>(Minimum of 4):</i> 4	Hours/Session: <i>(Minimum of 2):</i> 3	Total Hours of Operation*: 432
Number Paid Staff: 14	Number of Volunteers: 4	Number of Sessions*: 144	
<b>Summer Program</b>			
Grade Level: 6-12			
Number of Weeks*: <i>(Minimum of 4):</i> 6	Days per Week <i>(Minimum of 4):</i> 4	Hours/Session <i>(Minimum of 3):</i> 7	Total Hours of Operation*: 168
Number Paid Staff: 14	Number of Volunteers: 4	Number of Sessions*: 24	
<b>Weekend Program</b>			
Grade Level: 10-11			
Number of Weeks: 24	Days per Week: 1	Hours/Session: 2	Total Hours of Operation: 48
Number Paid Staff: 1	Number of Volunteers: N/A	Number of Sessions: 24	
<b>Total</b>			
<b>Total Number of Weeks*: <i>(Minimum of 37):</i> 66</b>		<b>Grand Total Number of Hours of Operation*: <i>(Minimum of 360):</i> 648</b>	
<b>Total Number of Sessions*: <i>(Minimum of 150):</i> 192</b>		<b>Total Cost per Session: \$2,061</b>	

Please describe any times that the program will not be held, except for school holidays. Please justify any late program openings or early program closings that do not align with the school's regular student days of operation: The program will not be held Friday-Sunday during the after school program and summer program. The weekend program table was filled out, but the program will not operate on weekends. The weekend table represents the number of weeks; days per week; hours/session; and total operating hours for the Life by Design Mentoring program that will concurrently serve a targeted group of 35 separate CR High School students during afterschool hours. The Life by Design Mentoring program will operate 2 Thursdays a month. The program will not operate on the 4th of July during the summer program.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 2: Application Information**

**Priorities:**

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 3: Partnerships and Collaborations**

**12 points**

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

The (CR 21st CCLC) will establish and maintain a partnership between District staff; our community partners (DE 4-H and Life By Design); and program staff by utilizing a management strategy where the CR Education Enrichment Programs Coordinator will regularly interface with the 4-H Program Administrator to communicate in a bi-lateral way the needs of the participants and the 4-H staff as well as the Caesar Rodney School District's administrative needs to help shape the learning experience of the program participants. As the life By Design curriculum will be targeted to a smaller sub-group of students within CRHS, Life by Design staff will work directly with the CR Education Enrichment Program Coordinator to ensure program progress, needs, and support is adequate to benefit the students being served.

This partnership will include the back and forth sharing of academic data; student behavior; homework assignments; and student testing results. This partnership will also require the CRSD to make space available for the storage of program materials.

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

Communication between CR 21st CCLC program staff and the CR Education Enrichment Programs staff will be critical to maintaining a partnership with the families of program participants. Staff will maintain a file with contact information for each student and staff will engage parents daily as they pick students up from the program. Family members will be encouraged to attend events that are open to families to keep them abreast of program activities and to showcase the skills and activities of program participants. The program will also feature an informative newsletter that will be sent home with participants. Family members of program participants will also be invited to serve as volunteers during community engagement events. The CR Education Enrichment Programs Coordinator will further the partnership between the program participants; parents; and the community at large by serving as staff support lead to the advisory board that will be established if this program is awarded.

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

3. How will the program establish and maintain a partnership with the community, including community members, community organizations and groups, and community cultural resources?

Communication and collaboration between the CR 21st CCLC and community members and organizations will be critical to establishing community support for the program and giving program participants an opportunity to actively be positive contributors to their community through service and visibility. Staff will maintain a calendar of community events and seek opportunities for participation. Community members will be encouraged to attend events that are open to the public to keep them abreast of program activities and to showcase the skills and activities of program participants. Community members will also be invited to serve as volunteers for community engagement events.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
	The application gives little or no detail about how the program will establish and	The application identifies actions for establishing and maintaining partnerships	The application details how and when the program will act to establish and	"Good" criteria and: The application includes detail as to how and when the

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

<b>Community Partnerships</b>	maintain a partnership with the community. There is little, if any, explanation as to the value the identified partnerships will bring to student participants or the program.	with the community but provides little explanation as to the value of the identified partnerships will bring to student participants and the program.	maintain partnerships with the community. The value of the partnerships established will bring to student participants and the program is clear.	program will evaluate community partnerships to maximize their value to students and program for the purposes of ensuring the program meets its goals and objectives.
-------------------------------	--	---	--	---

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 3: Partnerships and Collaborations**

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

Task	Responsibility of the Building Principal	Responsibility of the Afterschool Program Director	Responsibility of Another Partner (identify who)	Shared Responsibility (indicate how)
Leads Program Advisory Committee, including recruiting students, parents/care givers, school staff, program staff, and community members.				CR Education Enrichment Program Coordinator; Building Principal; and Afterschool Programs Director
Secures space for afterschool activities.	X			
Obtains license from the Office of Childcare Licensing, if applicable.	N/A	N/A	N/A	N/A
Informs classroom teachers that their classrooms will be used. (Don't forget classified staff, particularly custodians.)	X			
Provides supplies and materials for afterschool programs (ex. paper, copier, books, computers, postage, and laminator).				CR Education Enrichment Programs Coordinator and Afterschool Program Director
Handles discipline issues that arise in the afterschool program.				CR Education Enrichment Programs Coordinator; Building Principal; and Afterschool Program Director
Communicates with parents about content of the afterschool program.		X		
Recruits students for afterschool programs.				CR Education Enrichment Programs



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

				Coordinator; Building Principal; and Afterschool Program Director
Decides which activities will be provided.				CR Education Enrichment Coordinator and Afterschool Director
Involves school staff in curriculum and activity development.				CR Education Enrichment Coordinator and Afterschool Director
Hires and supervises afterschool program staff.		X		
Registers/orients participants for afterschool programs.		X		
Communicates with classroom teachers and parents about homework.				CR Education Enrichment Programs Coordinator; Building Principal; and Afterschool Program Director
Provides professional development for afterschool staff members.		X		
Manages the afterschool budget and submits budget reports to Delaware Department of Education (DDOE).			CR Education Enrichment Programs Coordinator	
Collects fees from students and develops/ raises program funds.				Fundraising will not be a practice under this project.
Develops an evaluation framework; collects and analyzes data; reports evaluation results.			CR Education Enrichment Programs Coordinator	
Shares information about the program with the school community, Board of Education, and general public.			CR Education Enrichment Programs Coordinator	

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 3 - Collaborations and Partnerships**

**3 points**

Collaboration and Partnerships Form	
<p>The 21st Century Community Learning Centers subgrants require a strong partnership between at least one school serving a high proportion of low-income students and one community-based agency. List each member of the partnership and give a brief description of what each agency has committed to the program. Check the appropriate box if the agency will receive funds from this subgrant.</p>	
<p>Applicant Signature: <i>Mary Snyder</i></p>	<p><input checked="" type="checkbox"/> Will receive subgrant funds</p>
<p>Print Name: Mary Snyder</p>	
<p>Agency: University of Delaware</p>	
<p>Address: 210 Hullihen Hall Newark, DE 19716</p>	
<p>Phone #: 302-831-7340</p>	<p>Fax#: 302-831-2828</p>
<p>Email: marysw@udel.edu</p>	
<p>Description of Commitment: The Delaware 4-H Afterschool/Summer Program will serve youth in Caesar Rodney High School; Fred Fifer, III Middle School; Postlethwait Middle School; and Magnolia Middle School.</p>	
<p>Applicant Signature:</p>	<p><input checked="" type="checkbox"/> Will receive subgrant funds</p>
<p>Print Name: Kevin Kelley <i>Kevin Kelley</i></p>	
<p>Agency: Life By Design Coaching Firm</p>	
<p>Address:</p>	
<p>Phone #: 302.359.4449</p>	<p>Fax#:</p>
<p>Email: kkelley@lifebydesigncf.com</p>	
<p>Description of Commitment The Life By Design Leadership Development Program will serve a targeted group of (30) youth in Caesar Rodney High School to cultivate and develop leadership skills among a population of students that have documented discipline, attendance, or academic issues.</p>	
<p>Applicant Signature:</p>	<p><input type="checkbox"/> Will receive subgrant funds</p>
<p>Print Name:</p>	
<p>Agency:</p>	
<p>Address:</p>	
<p>Phone #:</p>	<p>Fax#:</p>
<p>Email:</p>	
<p>Description of Commitment</p>	
<p>Applicant Signature:</p>	<p><input type="checkbox"/> Will receive subgrant funds</p>
<p>Print Name:</p>	
<p>Agency:</p>	
<p>Address:</p>	
<p>Phone #:</p>	<p>Fax#:</p>
<p>Email:</p>	

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

**Memoranda of Understanding (MOU)**

**3 points**

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

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

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 4: Program Management**

**39 points**

**Agency Background and Capacity**

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

The Caesar Rodney School District's mission is to recognize the value of each individual, and building upon our commitment to excellence, the Caesar Rodney School District is dedicated to the mission of preparing students for a successful, productive and purposeful life in a diverse, global community by providing quality educational opportunities for all students; and promoting caring attitudes through the school community.

Our long-range goals are:

To meet or exceed the annual ESEA targets in all cells in the school accountability system;

To maintain a safe environment in an atmosphere of caring discipline;

To provide opportunities that encourage a partnership of families, district staff members, students and the community;

To project revenue resources to maintain the strong financial position necessary to support the needs of the district; and

To coordinate the district's resources and create a plan that aims to ensure all students enrolled in the Caesar Rodney School District for three or more consecutive years will perform at or above grade level by the end of the student's third year of enrollment.

As one of the oldest school districts in the state we have a well-established track record of meeting the educational needs of our students. When presented with circumstances within and beyond our control, we have historically taken steps to meet the challenge. That has included educational enrichment programs before/after school, and summer learning enrichment programs. These programs have always complemented our academic curriculum and positively enhanced the student development and achievement for program participants.

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

2. Describe the capacity of the lead agency to manage the program successfully, including any past 21<sup>st</sup> Century Community Learning Center experience. If in the past 21<sup>st</sup> CCLC subgrant administration there were barriers or problems, address how the program plans to address these for this subgrant. Caesar Rodney School District was the recipient of a prior 21<sup>st</sup> Century Grant award spanning 2013-2018. The award supported kindergarten students at McIlvaine Early Childhood Learning Center; middle school students at W. Reily Brown Middle School; and elementary students at Nellie H. Stokes Elementary School. We served 150 students, averaging 50 per site. The programming included Delaware 4-H as our community partner, and we offered educational enrichment afterschool with tutoring and mentoring components. The 21<sup>st</sup> Century Grant activities complemented our academic curriculum and positively enhanced the student development and achievement for program participants at the 3 program sites. We plan to build on the foundation of our past experience administering the program as we expand it to a wider group of students and buildings served.

Our past experience demonstrates that programs that offer additional opportunities for students to have tutoring mixed with recreational activities increases students excitement to learn as well as increases individual performance of students. Local and national data suggests students are in need of the educational enrichment opportunities to counteract learning regression during the remote learning period of the COVID-19 pandemic.

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

3. Does the lead agency have any audit findings? If so, please describe the situations that caused the audit findings and the documented actions that have cleared these findings. Attach copies of the audit findings and the documented actions that have cleared these findings. (This question is worth all points or no points.)  
N/A - We do not have any audit findings.

Review Rubric	Poor 0	Fair	Good 2	Excellent
<b>Audit Findings &amp; Resolution</b>	The lead agency has not responded OR		The lead agency's has demonstrated that all audit findings have been resolved	

**Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20**

	the lead agency has not demonstrated that audit findings have been cleared.		with supporting documentation <b>OR</b> the lead agency had no audit findings.	
--	---	--	--	--

**Management and Organizational Structure**

4. Describe the management and organizational structure of this 21<sup>st</sup> CCLC program, including advisory board membership that reflects the representation of all key stakeholders. Provide information about the advisory board's meeting schedule that will allow the program to accomplish its goals and objectives. The organizational structure of the CR 21st CCLC Program will be one that falls within the Caesar Rodney School District. Dr. Tamara Toles Torain, Assistant to the Superintendent, will supervise the CR Education Enrichment Programs Coordinator; and the CR Education Enrichment Program Coordinator will supervise the 4-H Program Director who will oversee the daily operation and execution of the 4-H program activities and curriculum in all four sites. The CR Education Enrichment Programs Coordinator will also supervise the implementation and execution of the Life By Design Leadership Development Program. The DE 4-H Program Director will supervise the Afterschool/Summer Mentors.

The CR 21st CCLC Program will also feature a shared advisory council with CR's Delaware School-Community Learning Program (RUYEEP) if the latter is awarded. The advisory council will have representative designees from the Caesar Rodney High School; Fred Fifer, III Middle School, Magnolia Middle School; Postlethwait Middle School; Nellie Stokes Elementary School, The Caesar Rodney School District Office of Equity and Diversity; CR 21st CCLC Program student participants; CR 21st CCLC Program parent participants; and community representatives. The CR Enrichment Programs Coordinator will serve as staff support to the CR 21st CCLC Program Advisory Council and will coordinate the meeting schedule and agenda. The CR 21st CCLC Program Advisory Council will provide guidance to Caesar Rodney District and the CR 21st CCLC Program staff to aid in the operation and execution of program.

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Program Communication**

5. Describe the program's communication goals and how the program will communicate effectively with families, school staff, and the community. Describe the plans to disseminate and market information about the community learning center program (including its location) to appropriate populations, including the community, in a manner that is understandable and accessible.

The CR 21st CCLC communication for program advertisement and exposure will consist of a description of the program on the social media pages of the district and the individual schools with participating students. Parents of students in the participating buildings will be sent electronic correspondence advertising the availability of the program and urging them to register their student for program participation.

Ongoing 2-way communication with parents and students is essential to the success of the program. 2-way communication with other stakeholders is important and will be used to keep community members and other stakeholders interested in program activities and supportive of the students participating in the program.

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

6. Describe how the community was given notice of intent to submit this application and how the community can view the completed subgrant application. (This question is worth all points or no points.) Intent to apply for this funding opportunity was made publicly available via the District's Official website along with a downloadable link to the funding opportunity. Once the grant application is submitted the District's website posting will be changed to include the date the application was submitted and a viewable link to the submitted application.

Review Rubric	Poor 0	Fair	Good 2	Excellent



**Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20**

<b>Intent to Submit Application</b>	The application does not include, or there is little detail about, the applicant's intent to submit its application for a 21 <sup>st</sup> Century Community Learning Center and how the community can view the completed subgrant application.		The application includes how the community was given notice of the applicant's intent to submit its application for a 21 <sup>st</sup> Century Community Learning Center and includes how/where the community can view the completed subgrant application.	
---	---	--	--	--

**Personnel**

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

The key staff of the CR 21<sup>st</sup> Century Grant program consists of an Caesar Rodney Enrichment Programs Coordinator; a 4-H 21<sup>st</sup> Century Grant Program Director; twelve (12) afterschool/summer program mentors; and (1) Life By Design program Instructor for CRHS students. The Enrichment Programs Coordinator position will solicit the services of a certified teacher, preferably dually certified in special education and also having a Masters Degree or Bachelors Degree with an education concentration. The Enrichment Programs Coordinator will develop student and teacher survey forms; develop pre/posttest survey forms; will work with the 4-H program supervisor to collect, store, and analyze program data; will complete all grant required reporting forms; and will provide oversight of the 4-H Program Director. The 4-H Program Director will recruit, hire, and supervise afterschool/summer program staff and volunteers. The 4-H Program Director will manage and supervise the daily activities and execution of the 4-H curriculum across all sites districtwide. The Life by Design Instructor will distribute all materials necessary to carry out the Life by Design program curriculum, purchase curriculum materials, and collect data associated with attendance and student performance for the targeted mentoring/leadership sub-curriculum in CRHS.

Afterschool/summer mentors will carry-out the implementation and operation of the Delaware 4-H framework. Afterschool/summer mentors will help collect daily program attendance and performance data and work one-on-one with program participants. Afterschool/summer mentors will help students develop their academic success plan and work with students to identify resources necessary to meet their individual goals. Afterschool/summer mentors will help students with their homework and learning exercises.

Afterschool/summer mentors and the 4-H Program Director will share the responsibility of planning and coordinating field trips and meeting with parents regarding student success plan progress and/or behavior issues.

Program volunteers will serve as chaperones on field trips and as support to program staff during program events.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

Dr. Tamara Toles-Torain: Assistant to the Superintendent – Dr. Torain will serve as the ultimate supervisor of program staff. Dr. Torain will oversee the execution of the project and ensure all project reporting is timely and accurate.

Cliffvon Howell: Equity and Diversity Coordinator – Mr. Howell will serve as a member of the “advisory committee” and help identify gaps in service delivery for students throughout the district, including 21st Century Grant participants. Mr. Howell will also help to identify opportunity gaps (formerly achievement gaps) and deploy the proper resources to address the needs of the students.

Dr. Jason Bonner: Supervisor of Transportation – Dr. Bonner provide logistical direction required for the safe transportation of students served by the project.

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

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

The 4-H Program Director will be responsible for recruiting and training all program volunteers. Participant parents and members of the surrounding community will be engaged for participation via social media postings and program take-home correspondence. The CR Budget Director will handle program invoicing and the maintenance of the program budget tracking. Program volunteers will be vetted to ensure they are capable of working with youth, and that they have a skillset that is beneficial to program participants by way of education and/or experience. Volunteer training will clearly detail the program vision, goals and objectives from the onset. Volunteers will understand this program is student-centered and that staff are here to help the students meet their academic, social, and emotional learning needs. Volunteers will serve in a capacity that is more supportive than instructive, but they will receive professional development that is identical to paid staff. This program will operate on a core belief that everyone working to support program participants is equally important to the process of helping the students meet their success plan goals..

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
<b>Volunteers</b>	The applicant provides little or no detail about how it will recruit and use	The applicant's plan to recruit and use appropriately qualified	The applicant details an explicit plan to recruit and use appropriately qualified	"Good" criteria and: The applicant includes opportunities for

**Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20**

	appropriately qualified individuals to serve as program volunteers.	individuals to serve as volunteers is too high-level to be meaningful. The applicant does not meaningfully link the recruitment of highly qualified volunteers to specific program activities and services.	individuals to serve as volunteers for specific program activities and services.	recognizing highly qualified volunteers for their service to the program.
--	---	---	--	---

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

All CR 21st CCLC program staff and volunteers will be required to complete a criminal background check conducted by the State Bureau of Identification (SBI) to ensure they are not prohibited from working with children, and that there are no disqualifying behaviors/conduct that should otherwise limit their interaction with program participants.

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

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

The 4-H Program Director will be responsible for training all program participants and volunteers. The CR Education Enrichment Programs Coordinator will provide training for any district staff that interact with students that participate in the program to better help our staff to understand the educational enrichment that the students are receiving under the 4-H curriculum. Volunteers will be trained by the 4-H Program Director. All trainings will clearly detail the program vision, goals and objectives from the onset. This will help all program staff to understand this program is student-centered and that staff are here to help the students meet their academic, social, and emotional learning needs. Volunteers will serve in a capacity that is more supportive than instructive, but their professional development will be largely the same as paid staff. This is because this program will operate on a core belief that everyone working to support program participants is equally important to the process of helping the students meet their success plan goals..

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
<b>Professional Development</b>	The application does not include, or there is little detail about, a professional	The professional development plan for staff and volunteers is too high-	The professional development plan proposed by the applicant is clear and	"Good" criteria and: The professional development

**Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20**

	development plan for staff and volunteers.	level to meaningfully understand how the professional development will impact the improvement of the activities and services the program proposes to provide.	specific to the needs of staff and volunteers in effectively implementing the activities and services the program proposes to provide.	plan is differentiated for volunteers and key staff.
--	--	---	--	--

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

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

The project will rely on the recruitment policies and procedures established by our community partner because they have been successful in recruiting student participants in 21st Century Grant funded programs, and others for more than a decade. Delaware 4-H's recruitment activities will be assisted by CR district employees, including but not limited to, building administrators and teachers. CR staff will send informational flyers home with students, and district social media platforms will feature prominent recruitment messages.

Enrollment is expected to be 135 students from the four participating schools [CRHS=36 / FMS=33 / MMS=33 / PMS=33] in the afterschool and summer school programs. The Life by Design Leadership and Mentoring program will serve 35 targeted CRHS students. Daily attendance is expected to be 90% at each site during each session. The attendance expectation will be shared with all participants and parents at the onset of the program. Program staff will share the importance of strong and regular attendance to the academic success of the student.

The student behavior expectation is identical to that of all students during normal school hours. Student behavior is subject to student discipline as established by the Caesar Rodney Student Code of Conduct. Student behavioral incidents will be recorded by the DE 4-H or Life By Design staff and reported immediately to the CR Education Enrichment Programs Coordinator whom will work with the administrator of the building to ensure proper action is taken regarding the behavior.

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

		communicate and reinforce its stated policies and procedures to students and families.	
--	--	--	--

### Equitable Access and Transportation

**12.** Describe how equitable access to and participation in the 21<sup>st</sup> CCLC program for students, family members, and teachers will be ensured, including people with special needs. Describe how equitable access to and participation in the 21<sup>st</sup> CCLC program for students, family members, and teachers regardless of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran's status will be ensured. Make sure sufficient funds for transportation are included in the budget.

21st CCLC participants needing transportation will be transported to and from the program via school buses that will pick children up from centrally located bus stops throughout the district. Students will not receive door-to-door service and students will not be charged a fee for transportation. District provided transportation will cover afterschool (drop off) and summer program (pick up and drop off). All afterschool (walker) participants must be picked up by a parent or legal guardian unless prior notification is provided by a parent or legal guardian.

Equitable participation in the 21st CCLC program is a chief concern. This program is designed to serve the needs of our most vulnerable learners and their immediate education support group (parents and family members). Where applicable parent and family participation will be afforded. In addition, program staff will seek and engage participant parents and family members to take part in opportunities that can raise their knowledge base. Opportunities will be made without regard for race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, age, genetic information, and able body status. To this end, the CR Equity and Diversity Coordinator will assist program staff in the identification of participant need and the deployment of resources to meet the needs of students and their parents.

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

**13.** Transportation to and from the 21<sup>st</sup> CCLC program is mandatory and must be provided by the 21<sup>st</sup> CCLC program. Describe how students will travel safely to and from the program, including between program sites and home. Tell which members of the partnership are responsible for scheduling transportation

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

arrangements (including any contractual services) and which members of the partnership are responsible for the financial costs associated with transportation, even if it is an in-kind resource. CR 21st CCLC participants needing transportation will be transported to and from the program via school buses that will pick children up from centrally located bus stops throughout the district. Students will not receive door-to-door service and students will not be charged a fee for transportation. District provided transportation will cover afterschool (drop off) and summer program (pick up and drop off). All afterschool (walker) participants must be picked up by a parent or legal guardian.

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

#### Non-Public Schools

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

There are 5 non-public schools within the geographic boundaries of the Caesar Rodney School District. They are: Capitol Baptist School; Calvary Christian Academy; Family Learning Academy, Inc.; Central Delaware Christian Academy; and Excel High School. Administrators representing each school was notified of the Caesar Rodney School District's intent to comply for funding of this program. The administrators were notified via e-mail correspondence. Each administrator was provided a brief summary of the program design and was informed that they could provide any opposition to our intent to apply for this funding and/or encouraged to share any comments regarding our program design.

Review Rubric	Poor 0	Fair	Good 2	Excellent
<b>Non-Public Schools Consultation</b>	There is little to no detail about how non-public school administrators or		There are no non-public schools in the program service area OR the	

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

	representatives of non-public schools who are based in the subgrant school(s) program service area were consulted in a timely and meaningful manner during the design and development of the program.		applicant provided a detailed explanation of how non-public school administrators and representatives of non-public schools who are based in the subgrant school(s) program service area were consulted in a timely and meaningful development of the program.	
--	---	--	--	--

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

**Office of Childcare Licensing**

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

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

**OR**

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 5: Program Design**

**63 points**

**Needs Assessment**

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

Target Population: Students
Needs: <b>Attendance</b> (identify specific areas, if possible): Students deemed chronically absent or tardy need increased instruction time to increase academic success.
Input Method (survey, focus group, program inventory, interviews, etc.): School Attendance Records
Data: Unexcused Absence Occurrences/Chronic Tardiness
Data Sources: School Daily Attendance Records
Root Causes: There are various causes for chronic absenteeism ranging from transportation issues; to the stigma associated with homelessness; to students that are teased for personal appearance and hygiene.
Desired Program Outcomes: The desired outcome is that student attendance for 75% of participants identified as being chronically absent or tardy during the previous academic year will increase.

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

Target Population: Students
Needs: <b>Academic</b> (identify specific areas, if possible): Students are demonstrating learning regression in ELA and mathematics during the remote learning period of the COVID-19 pandemic.
Input Method (survey, focus group, program inventory, interviews, etc.): Standardized testing scores and student progress reports.
Data: English/Math Proficiency levels and standardized test scores.
Data Sources: DeSSA and student progress reports
Root Causes: The COVID-19 Pandemic exacerbated previously existing student performance gaps because remote learning removed much needed 1-on-1 instruction; many students did not have the maturity necessary to log-on and complete learning tasks independently; many students were tasked with being



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

extensions of the childcare network as parents worked; and some students themselves took up employment opportunities as income declined in their homes.

Desired Program Outcomes: 50% of CR 21st CCLC program participants will improve their state reading assessment performance level from the previous school year to the current year; 50% of CR 21st CCLC program participants will improve from not proficient to proficient or above in reading on state assessments; 75% of CR 21st CCLC program participants will increase their knowledge of environmental science; 50% of CR 21st CCLC program participants will show improvement in mathematics grades from fall to spring.

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

**Target Population: Students**

**Needs: Afterschool Programming, Activities, and Scheduling** (identify specific kinds, such as sports, arts, personal, and/or social development, etc.; days of the week, hours, how many weeks, school-year, summer): Students will be exposed to various indoor and outdoor sports such as basketball and soccer as well as arts and crafts. Students will be exposed to citizenship education, healthy living, consumer and environmental science. The afterschool program will operate M-TH for 3 hours each session for 36 weeks. The Life by Design Leadership Mentoring component will operate 2 Thursdays per month for 2 hours for a total of 24 weeks.

**Input Method** (survey, focus group, program inventory, interviews, etc.): Program inventory worksheets (afterschool/summer) and focus group activity (Leadership by Design Mentoring)

**Data:** Attendance records, activity logs; curriculum

**Data Sources:** program sign-in sheets; pre/posttest evaluations; Life by Design Curriculum; 4-H Curriculum

**Root Causes:** After school and the summer are peak times for learning regression, in addition childhood obesity rates continue to climb. Student behavior incidents in the CR school district are increasing for incidents related to student conflict and inappropriate language in the school setting.

**Desired Program Outcomes:** Our desired outcomes are: 75% of CR 21st CCLC program participants will increase their knowledge of environmental science; 75% of CR 21st CCLC program participants will increase their knowledge of agriculture and agriculture consumer science; and 75% of CR 21st CCLC program participants will increase knowledge to the benefits of a healthy lifestyle as it relates to nutrition and physical exercise.

Review Rubric	Poor	Fair	Good	Excellent
---------------	------	------	------	-----------

**Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20**

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

<b>Group:</b> Students, Family Members, including Parents, Caregivers, Siblings
<b>Needs:</b> <b>School Connectedness, Family Literacy, Family Engagement and Well-Being</b>
<b>Input Method</b> (survey, focus group, program inventory, interviews, etc.): Student/Family Survey
<b>Data:</b> Student/Family Survey Results
<b>Data Sources:</b> CR 21st CCLC Program Survey
<b>Root Causes:</b> School Connectedness, Family Literacy, Family Engagement and Wellbeing are all impacted by multiple socio-economic factors. Frequently school connectedness is based on personal experiences that individuals had/have while matriculating in the school system. Individuals that lack a connection to the school system tend to be individuals that have/had an unfavorable experience(s) in school. Family literacy is often influenced by environmental factors including, but not limited to, family emphasis and academic support at home, and the proper deployment resources to meet student need in the school setting. Far too often students struggling with grade-level reading belong to households with others that struggle with grade-level reading and literacy. Family engagement and wellbeing generally speak to a household's ability access necessary members of the school and community organizations necessary to access the proper resources to assist their ability to thrive in the school and community.
<b>Desired Program Outcomes:</b> Our desired outcome is: 65% of program participants and their parents will respond positively to survey questions pertaining to increased access to school administrators and counselors; and information directing them to proper community service agencies for non-school related needs.

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

	root causes of the specific need reviewed.		and the outcome is measurable.	causes of the specific need reviewed.
--	--	--	--------------------------------	---------------------------------------

Group: Program Staff
Needs: <b>Professional Development</b> (identify topics): Professional development is needed for all staff to ensure the program goals, philosophy, and design are understood by all staff and volunteers that will be interacting with students. Professional development topics will include, but are not limited to: professional student/parent engagement; behavioral protocol; curriculum deployment; and staff/volunteer expectation.
Input Method (survey, focus group, program inventory, interviews, etc.): Program inventory of staff training dates, times and subject.
Data: Professional Development Trainings
Data Sources: CR 21st CCLC Program list of trainings.
Root Causes: Professional development is needed because the human resource is the most important resource in the deployment of services. As such, this program works with children and parents and recognized that each student that we serve comes from a unique set of circumstances that makes them unique. A well trained staff that understands the student is at the core of our education system as a whole and this program is essential helping the program participants to achieve their academic goals and the overall program outcomes.
Desired Program Outcomes: Our desired outcome is to have 100% of program staff and volunteers trained in professional student/parent engagement; behavioral protocol; curriculum deployment; and staff/volunteer expectation.

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

Group: School Staff and Program Staff
Needs: <b>Program Connectedness, Communication</b> (identify areas): student performance
Input Method (survey, focus group, program inventory, interviews, etc.): teacher survey
Data: On-time homework completion, student attentiveness, and student leadership
Data Sources: Teacher survey regarding student performance

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Root Causes:** Program connectedness is generally impacted by the methods and frequency by which school staff communicate with program staff. This program is designed to afford school staff an opportunity to communicate student performance related to the on-time completion of homework assignments, student attitude towards classwork, and exhibited student leadership via weekly survey completion by the teachers of program participants. Participants' teachers will also have an opportunity to inform program staff which areas the student may need additional tutoring. This will help the program staff deploy the proper resources for the student.

**Desired Program Outcomes:** Our desired outcome is that 75% of program participant's teachers will respond positively that students are completing homework assignments on-time; have a positive attitude towards classwork; and are exhibiting leadership qualities among their peers.

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

**Group:** Community (including city or town council members, faith-based leaders, business leaders, etc.)

**Needs: Program Connectedness, Communication** (identify areas): Community Members, volunteers, clergy, and community organization leader.

**Input Method** (survey, focus group, program inventory, interviews, etc.): CR 21st CCLC Program Advisory Council

**Data:** The formulation of CR 21st CCLC Program Advisory Council

**Data Sources:** CR 21st CCLC Program Advisory Council meeting minutes and agendas

**Root Causes:** Program connectedness with the community is generally impacted by the methods and frequency by which program staff communicate with community members and organizations. This program is designed to afford program staff an opportunity to communicate student performance related to program goals and have community involvement in the formulation of the program design. This will take place mainly on the program's advisory council that will have designated membership spots for community members at large, clergy, and representatives from organizations that serve the CR community.

**Desired Program Outcomes:** The desired outcome is that the CR 21st CCLC Program Advisory Council will be formed within 60 days of award notification.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
---------------	-----------	-----------	-----------	----------------

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Goals, Objectives, and Activities**

1. Please describe what your 21st CCLC program will do for the “**Lights On Afterschool**” nationwide celebration on October 27, 2022. Describe how this event or events will highlight the many ways your quality afterschool program supports children, families, schools, and the community. What activities will be included? Who will be invited? At what time will you be celebrating? What media coverage will be solicited? “**Lights On Afterschool**” activities must be entered on the Afterschool Alliance webpage <https://www.afterschoolalliance.org/loa.cfm>.

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

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

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

The CR 21st CCLC program will hold a community engagement event on 10/27/2022 at all program sites to promote the national “Lights On Afterschool” celebration. The program will feature opportunities for participant family members to volunteer during the event, as well as engage other community members to provide program information and share their personal experience with visitors.

Students will share arts and crafts that they created. The event will also give students an opportunity to demonstrate their unique talent or showcase their athletic ability. District staff, program staff, parents, and community leaders will be invited to share their perspective on why the event is important, and why our program is important.

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

				to any “audience” portions of the event.
--	--	--	--	---

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Program Plan Goals, Objectives, and Activities– Goal #1**

<b>Goal #1: Improve school attendance and increase academic achievement of participating students in one or more academic areas.</b>			
<b>Measurable Objectives:</b> Identify several <b>SMART</b> (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #1: <u>Objective</u> <ol style="list-style-type: none"> <li>1. 85% of CR 21st CCLC program participants will demonstrate teacher reported improvement in homework completion and class participation.</li> <li>2. 75% of CR 21st CCLC program participants will increase school attendance.</li> <li>3. 75% of CR 21st CCLC program participants will decrease school tardiness.</li> <li>4. 65% of CR 21st CCLC program participants will decrease school suspension.</li> <li>5. 75% of CR 21st CCLC program participants will increase class participation.</li> <li>6. 50% of CR 21st CCLC program participants will show improvement in mathmatics grades from fall to spring.</li> <li>7. 50% of CR 21st CCLC program participants will show improvement in reading/English grades from fall to spring.</li> <li>8. 50% of CR 21st CCLC program participants will improve their state reading assessment performance level from the previous school year to the current year.</li> <li>9. 50% of CR 21st CCLC program participants will improve from not proficient to proficient or above in reading on state assessments.</li> </ol>			
<b>Performance Indicators:</b> <ol style="list-style-type: none"> <li>1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors.</li> <li>2. Number of participants who improve in class participation during school and homework completion.</li> <li>3. Number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics.</li> <li>4. Other: N/A</li> </ol>			
<b>Data to Measure Progress:</b> <ul style="list-style-type: none"> <li>• Attendance Records</li> <li>• Discipline Records</li> <li>• Teacher Survey including               <ul style="list-style-type: none"> <li>○ Class participation</li> <li>○ Homework completion</li> </ul> </li> <li>• State Assessment in English Language Arts and Mathematics</li> <li>• Classroom grades in English Language Arts and Mathematics</li> <li>• Other: Student report cards, DeSSA scores</li> </ul>			
<b>Activities:</b> Identify several activities that will help the program reach the Objectives above and Goal #1, ultimately leading to improved attendance and academic achievement.			
<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

1. The establishment of the CR 21st CCLC program is directly designed to infuse academic enhancement measures during peak times for student academic regression.	Students grades 6-12	192 sessions/ summer = 7 hours, afterschool = 3 hours, Life By Design sessions = 2 hours (afterschool)	CR Education Enrichment Programs Coordinator and 4-H Afterschool Director; Life By Design Program Instructor; and 4-H Program Mentors
2. Surveying teachers around issues of attendance, behavior, academic performance, and class participation will reinforce the partnership between CR 21st CCLC staff and students regular teachers. The partnership will give students a greater sense that their success is seeded in a village mindset for their success.	teachers of students grades 6-12	168 sessions/ afterschool = 3 hours, Life By Design sessions = 2 hours (afterschool)	CR Education Enrichment Programs Coordinator
3. The CR Education Enrichment Programs Coordinator will collect parent consent forms for the release of academic progress reports and teacher surveys regarding student participation and engagement.	Parents of students grades 6-12	192 sessions/ summer = 7 hours, afterschool = 3 hours, Life By Design sessions = 2 hours (afterschool)	CR Education Enrichment Programs Coordinator
4.			
5.			

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

		making it unclear how these activities will realize the program goal.	these activities will realize the program goal.	how these activities will realize the program goal.
--	--	---	---	---

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Program Plan Goals, Objectives, and Activities – Goal # 2**

**Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers and staff.**

**Measurable Objectives:** Identify several **SMART** (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:

Objective

1. Teachers of program participants will complete student surveys regarding homework completion on-time; student attitude towards classwork; and student leadership characterizes among peers for 100% of program participants.
2. Program staff and the CR Enrichment Programs Coordinator will share student progress and general observations regarding program mentoring sessions with school principals at a minimum of quarterly.
- 3.

**Performance Indicators:**

1. Number of Parent/Caregiver and Family meetings, phone calls, and correspondence.
2. Number of School Teacher and other staff meetings, phone calls and correspondence.
3. Number of Family Engagement Opportunities.
4. Other: N/A

**Data to Measure Progress :**

- Parent/Caregiver and Family Attendance and Sign-In Records
- Parent/Caregiver Communication Log
- School Communication Log
- Family/Caregiver & School Teacher Surveys
- Other: N/A

**Activities:** Identify several research-based activities that will help the program reach the Objectives above and Goal #2, ultimately leading to increased school connectedness of participants, including families, caregivers, and school teachers and staff.

<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>
1. Weekly student surveys will be distributed/collected to/from teachers of program participants.	teachers of students grades 6-12	168 sessions/ afterschool = 3 hours, Life By Design sessions = 2 hours (afterschool)	Building Principal / CR Education Enrichment Programs Coordinator
2. Maintenance of School Communication Log	Program administrative staff	192 sessions/ afterschool = 3 hours, Life By Design sessions = 2 hours (afterschool)	CR Education Enrichment Programs Coordinator

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

3. Maintenance of Parent/Caregiver Communication Log	Program administrative staff	192 sessions/ afterschool = 3 hours, Life By Design sessions = 2 hours (afterschool)	4-H Program Director
4. Parent/Caregiver and Family attendance sign-in record	Program administrative staff	192 sessions/ afterschool = 3 hours, Life By Design sessions = 2 hours (afterschool)	4-H Program Director
5.			

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Program Plan Goals, Objectives, and Activities – Goal # 3**

**Goal #3: Increase the capacity of participants to become productive adults.**

**Measurable Objectives:** Identify several **SMART** (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during this period of time that will help the program reach Goal #3:

Objective

1. 75% of CR 21st CCLC program participants will show an increase of knowledge of local people, places, and things critical to the development of local society at the conclusion of the program period.
2. 75% of CR 21st CCLC program participants will increase their knowledge of environmental science.
3. 75% of CR 21st CCLC program participants will increase their knowledge of agriculture and agriculture consumer science.

**Performance Indicators:**

1. Number of high quality educational and enrichment opportunities provided by this 21<sup>st</sup> CCLC that help build lifelong skills in areas such as nutrition and health, art, music, technology, and physical education, literacy, science, and other areas: \_\_\_\_\_
2. Other: \_\_\_\_\_

**Data to Measure Progress :**

- Attendance Records
- Participant Surveys/Focus Group Discussion
- Number of Sessions
- Program Schedules
- Other: \_\_\_\_\_

**Activities:** Identify several research-based activities that will help the program reach the Objectives above and Goal #3, ultimately leading to increased capacity of participants to become productive adults.

<u>Detailed Activities</u>	<u>Targeted Population</u>	<u>Number and Length of Sessions</u>	<u>Staff Responsible</u>
1. Students will participate in educational field trips to local attractions.	Program participants	192 sessions/ summer = 7 hours, afterschool = 3 hours, Life By Design sessions = 2 hours (afterschool)	4-H Afterschool Director; Life By Design Program Instructor, and 4-H Program Mentors
2. Students will participate in rotating activity stations throughout the summer: (environmental science, agricultural consumer science).	Program participants	192 sessions/ summer = 7 hours, afterschool = 3 hours, Life By Design sessions	4-H Afterschool Director and 4-H Program Mentors

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

		= 2 hours (afterschool)	
3. Students will attend an annual awards banquet to celebrate program participation.	Program participants	1 session/ 3 hours / afterschool	4-H Afterschool Director; Life By Design Program Instructor, and 4-H Program Mentors
4.			
5.			

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 6: Program Delivery**

**45 points**

**Youth Development Practices**

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

The CR 21st CCLC Program staff will be 100% adult professionals. Instruction will be provided by certified teachers; education paraprofessionals; persons with a background in education; and individuals trained in mentoring youth. School-in programming will commence at 4:00pm and conclude at 6pm. Program staff will arrive by 3:30pm daily and conclude at 7pm daily. Program staff with teaching experience will be preferred. The program will be welcoming to all students that participate and program staff will maintain a positive attitude.

The (afterschool) daily activities will feature a minimum of 1-hour of tutoring and mentoring sessions followed by time for enrichment/recreational activities. The (summer program) daily activities will feature a minimum of 2-hours of tutoring and mentoring sessions followed by time for recreational activities. The goal will be to hire a diverse staff and the interview and onboarding process will seek to identify skills of applicants that can be used to meet the cultural and linguistic needs of all program participants. Program staff will operate the program with the expectation that they are representatives of the Caesar Rodney School District and their interaction with students; families; and district staff will be supportive and respectful at all times.

Program space will be clean and safe for children at all times. After school participants will receive a healthy snack and summer participants will receive a healthy breakfast, snack and lunch daily. Safety instructions and procedures will be developed and executed to meet the linguistic needs of students from multiple cultures to include, but not limited to Spanish and Haitian Creole.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
<b>Warm &amp; Welcoming Environment</b>	The applicant provides little or no detail about how it will create a warm and welcoming environment.	The applicant's description of an environment, supervised by adults during hours of operation based on families' schedules, with activities that promote a healthy lifestyle, is vague and lacking sufficient details.	The applicant's description of an environment, supervised by adults during hours of operation based on families' schedules, that is rich with activities that participants can name and that promotes a healthy lifestyle contains some detail. Procedures that ensure safety are detailed, in addition.	The applicant's description of an environment, supervised by adults during hours of operation based on families' schedules, that is rich with activities that participants can name and that promotes a healthy lifestyle is clearly detailed. And, the applicant also details how participant individuality, culturally and linguistically or otherwise, will be respected and supported, including procedures that ensure safety.
<b>Supportive Activities</b>	The applicant provides little or no detail about how activities will meet youth in	Activities referenced do not appear to meet youth in regard to their	Activities referenced meet youth in regard to their development, skill level,	"Good" criteria and: Examples are given where activities are connected

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

	regard to their development, skill level, readiness, or interest.	development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	with participant's school-day subject content and participants' preferences.
--	---	--	---	--

2. Describe how the program will build supportive relationships and opportunities for students to belong. Provide any policies, procedures, activities, and background information that will influence this practice. The CR 21st CCLC program participants will learn the value of supportive relationships directly from program staff, and the program will offer opportunities for participants to have a sense of belonging. The CR 21st CCLC program recognizes that program participation places a burden on participant's personal time. Replacing unstructured personal time with academic enrichment activities must appeal to student's urgency in improving their own academic plight, and offer a sense of constructive activities that are fun for children. Appealing to each student's sense of belonging is critical to this end. Program participants will receive program branded swag (book bag and t-shirt) that serves a dual purpose: 1. To help develop their sense of being a part of the program; and 2. To provide a uniform presence while traveling on field trips and cultural enrichment activities. Program staff will offer opportunities for participant inclusion in the development and selection of program activities to instill a sense ownership in certain aspects of the program design. Program staff will complete exercises with program participants that will help them develop interpersonal skills such as conflict resolution that center around a theme of building character through honesty and respect for themselves and others.

Students will be encouraged to improve communication through written and verbal communication that does not utilize handheld electronic devices. This will be an effort to help young students reduce screen time.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
<b>Supportive Relationships &amp; Opportunities to Belong</b>	The applicant provides little or no detail about how it will build supportive relationships and opportunities for students to belong.	The applicant details how the program will emphasize belonging and membership, in the near and long-term, with activities that allow for participants to interact in a variety of ways. The applicant, however, is not clear on how staff will intentionally build and promote relationships characterized by honesty and respect.	The applicant details how the program will emphasize belonging and membership, in the near and long-term, with activities that allow for participants to interact in a variety of ways. The applicant also details how staff will intentionally build and promote relationships characterized by honesty and respect.	"Good" criteria and: The program offers a mix of one-on-one interactions and large-group activities focused on character development.
<b>Supportive Activities</b>	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

In addition to completing exercises with program participants that will help them develop interpersonal skills such as conflict resolution that centers around a theme of building character through honesty and respect for themselves and others, CR 21st CCLC will secure the services of a federally recognized violence mitigation specialist to reinforce, and where applicable, establish a climate that promotes positive behaviors for program participants while helping them improve their conflict resolution skills. The behavioral intervention specialist will also help program staff develop implementation strategies for student-driven conflict resolution and train program staff in effective methods to engage parents to provide input in the behavior standards for program participants.

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

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

The 4-H curriculum and the Life by Design Curriculum offer students choices and opportunities to be thought partners in the programming that they receive. Students of the afterschool and summer programs will be offered multiple educational/recreation stations to choose from. Time in the tutoring sessions will be mandatory and based on student performance needs, but the athletic and educational recreation opportunities will feature at least two options at all times. Weather permitting, students will be offered and indoors and an outdoors option. Students will also have the opportunity to choose an athletic activity or an educational recreation activity like arts/crafts or STEM projects.

Life by Design Program participants will have an opportunity to influence and choose items that accent the basic curriculum. They'll have choice in regards to their guest speakers and some of the topics.

Review Rubric	Poor	Fair	Good	Excellent
---------------	------	------	------	-----------

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

	0	1	2	3
<b>Youth Engagement Opportunities</b>	The applicant provides little or no detail about how it will provide youth engagement opportunities.	The applicant provides, though at a high level, how it will provide youth engagement opportunities. Little attention is given to details on how to implement these opportunities.	The applicant provides many details for providing and implementing youth engagement opportunities, including strengthening relationships among youth, increasing social confidence, introducing experiential learning, which may include increasing youth financial skills and/or service learning that gives back to the community, although some details may remain unclear.	The applicant provides explicit, clear details for providing and implementing youth engagement opportunities, including strengthening relationships among youth, increasing social confidence, introducing experiential learning, which may include increasing youth financial skills and/or service learning that gives back to the community.
<b>Supportive Activities</b>	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.

5. Describe how the program will provide students with opportunities for authentic decision-making. Provide any strategies, procedures, activities, and background information that influence this practice.
- The 4-H curriculum and the Life by Design Curriculum offer students opportunities to have ownership and control in deciding authentic experiences through the drafting and completion of student-centered success plans for each program participant. These plans will be developed by students with the assistance of their 4-H program mentors, the Life by Design Instructor and the CR Education Enrichment Programs Coordinator. The development of these student driven success plans will give students an opportunity to be partners in the education enrichment services that they receive. Students frequently have better outcomes when they feel included in the planning of services that they receive.

Program staff assistance will also ensure that student services and opportunities are age appropriate at all times.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
<b>Authentic Decision Making</b>	The applicant provides little or no detail about how it will engage students in deciding authentic experiences and outcomes.	The applicant provides, though at a high level, how it will engage students in deciding authentic experiences and outcomes. Little attention is given to age-appropriate decision-making.	The applicant provides explicit opportunities for engaging students to have ownership and control in deciding authentic experiences and outcomes. Sufficient attention is given to age-appropriate decision-making.	"Good" criteria and: The program provides for students to see linkages to learning experiences and the consequences of those choices.
<b>Supportive Activities</b>	The applicant provides little or no detail about how activities will meet youth in regard to their	Activities referenced do not appear to meet youth in regard to their development, skill level,	Activities referenced meet youth in regard to their development, skill level, readiness, and interest.	"Good" criteria and: Examples are given where activities are connected with participant's school-

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

	development, skill level, readiness, or interest.	readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	day subject content and participants' preferences.
--	---	--	--	--

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

The Life By Design Leadership and Mentoring program is designed to cultivate the leadership capabilities of all participants while taking students that have historically had trouble with student discipline, attendance, and/or academic performance and helping them refocus those previously negative interactions towards positive outcomes while using the attention garnered for previously negative behaviors towards true leadership by modeling positive and effective behaviors among their peers at school.

Other afterschool/summer participants will have opportunities to exhibit leadership skills through participation on the advisory council, and through structured activities where the students will be required showcase their leadership during competitions, student driven presentations, and opportunities to share their ideas and concerns regarding the program with the Caesar Rodney School District Board of Education.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
<b>Youth Leadership</b>	The applicant provides little or no detail about the opportunities it will provide for students for youth leadership.	The applicant provides, though at a high level, opportunities for participants to take on leadership roles within the program.	The applicant provides explicit opportunities for participants to take on age-appropriate leadership roles within the program.	"Good" criteria and: The applicant identifies and promotes opportunities for age appropriate participant leadership with partnering entities.
<b>Supportive Activities</b>	The applicant provides little or no detail about how activities will meet youth in regard to their development, skill level, readiness, or interest.	Activities referenced do not appear to meet youth in regard to their development, skill level, readiness, or interest. Methods are vague or are in conflict with hands-on, active opportunities to learn.	Activities referenced meet youth in regard to their development, skill level, readiness, and interest. Methods include hands-on opportunities to interact with materials, make connections, and discover new ideas.	"Good" criteria and: Examples are given where activities are connected with participant's school-day subject content and participants' preferences.

7. Describe how the program will make time for reflection (that is "careful thought or consideration of an idea or event, with the intent of making change or focusing on improvement"). Provide any methods, procedures, activities, and background information that will influence this practice.

Reflection is essential to helping students grasp the full gravity of a situation whether positive or negative. The 4-H and Life by Design Program curricula build in time for self-evaluation, assessment, and reflection. Students will be assisted by staff to draw direct correlation between the program activities and the lessons/assignments from their teachers at school. Students will then be able to process the activities of the program and their school work in direct comparison to the items from their personal success plan that they helped develop.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
---------------	-----------	-----------	-----------	----------------

**Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20**

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

School Year Program Schedule				
# of Weeks: 36		# of Sessions: 144	Start Date: 9/12/2022	End Date: 8/2/2024
	Time	Activity (Please ensure the described activity align to the program's stated goals, objectives, and strategies.)	# of Participants	# of Staff
Monday	3:30pm	Staff Arrival	0	14
	4:00pm	Student Arrival; daily attendance; homework completion; tutoring; distribution of healthy snack.	135	14
	5:00pm	Students work on recreational/enrichment activity of their choice	135	14
	6:00pm	Student Departure; staff cleanup	135	14
	6:30-7:00pm	Staff Departure	0	14
Tuesday	3:30pm	Staff Arrival	0	14
	4:00pm	Student Arrival; daily attendance; homework completion; tutoring; distribution of healthy snack.	135	14
	5:00pm	Students work on recreational/enrichment activity of their choice	135	14
	6:00pm	Student Departure; staff cleanup	135	14
	6:30-7:00pm	Staff Departure	0	14
Wednesday	3:30pm	Staff Arrival	0	14
	4:00pm	Student Arrival; daily attendance; homework completion; tutoring; distribution of healthy snack.	135	14
	5:00pm	Students work on recreational/enrichment activity of their choice	135	14
	6:00pm	Student Departure; staff cleanup	135	14
	6:30-7:00pm	Staff Departure	0	14
Thursday	3:30pm	Staff Arrival	0	15
	4:00pm	Student Arrival; daily attendance; homework completion; tutoring; distribution of healthy snack.	135	15

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

	5:00pm	Students work on recreational/enrichment activity of their choice	135	15
	6:00pm	Student Departure; staff cleanup	135	15
	6:30-7:00pm	Staff Departure	0	
<b>Friday</b>				

**Summer Program Schedule**

# of Weeks: 6		# of Sessions: 24	Start Date: 6/13/2022	End Date: 8/16/2024
	<i>Time</i>	<i>Activity (Please ensure the described activity align to the program's stated goals, objectives, and strategies.)</i>	<i># of Participants</i>	<i># of Staff</i>
<b>Monday</b>	9:30am	Staff arrival; morning staff meeting; activity set-up	0	14
	10am - 10:15am	Student Arrival; attendance; distribution of morning healthy snack.	135	14
	10:15am-12pm	Academic Enrichment [Reading/ELA, Math] [4-H Curriculum]	135	14
	12pm-12:30pm	Lunch	135	14
	12:30-2pm 2pm-3pm	Experiential [4H] [Summer Curriculum] Student dismissal; staff cleanup	135	14
<b>Tuesday</b>	9:30am	Staff arrival; morning staff meeting; activity set-up	135	14
	10am - 10:15am	Student Arrival; attendance; distribution of morning healthy snack.	135	14
	10:15am-12pm	Academic Enrichment [Reading/ELA, Math] [4-H Curriculum]	135	14
	12pm-12:30pm	Lunch	135	14
	12:30-2pm 2pm-3pm	Experiential [4H] [Summer Curriculum]	135	14

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

		Student dismissal; staff cleanup		
<b>Wednesday</b>	9:30am	Staff arrival; morning staff meeting; activity set-up	135	14
	10am - 10:15am	Student Arrival; attendance; distribution of morning healthy snack.	135	14
	10:15am-12pm	Academic Enrichment [Reading/ELA, Math] [4-H Curriculum]	135	14
	12pm-12:30pm	Lunch	135	14
	12:30-2pm 2pm-3pm	Experiential [4H] [Summer Curriculum] Student dismissal; staff cleanup	135	14
<b>Thursday</b>	9:30am	Staff arrival; morning staff meeting; activity set-up	135	14
	10am - 10:15am	Student Arrival; attendance; distribution of morning healthy snack.	135	14
	10:15am-12pm	Academic Enrichment [Reading/ELA, Math] [4-H Curriculum]	135	14
	12pm-12:30pm	Lunch	135	14
	12:30-2pm 2pm-3pm	Experiential [4H] [Summer Curriculum] Student dismissal; staff cleanup	135	14
<b>Friday</b>				

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

The Program Schedule will be reviewed based on completeness.

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



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 7: Evaluation**

**15 points**

1. What is the program's framework for evaluating its performance toward meeting its goals and objectives? Indicate connections with the elements in Section 5: Program Design. The framework, at a minimum, should include:

- a.) The elements of the proposed program that will be evaluated;
- b.) The systematic process for collecting and analyzing the necessary data to conduct a robust evaluation of the program;
- c.) The data (including school-level student data) to be collected and a timeline for the collection and analysis of the data.

The CR 21st CCLC program will formally be evaluated on an annual basis to determine success and failure towards the goals and objectives outlined in the program's application. The program will collect data daily and the 4-H program administrator will collect and record that data for the purpose of program reporting and evaluation. Programmatic data will be kept securely and maintained by the CR Enrichment Programs Coordinator, who will also be responsible for the reporting and data submission to DDOE. The CR Enrichment Programs Coordinator will report success towards the program goals and objectives quarterly to staff from the LEA.

The program will evaluate student performance in goals targeting academic improvement in reading/ELA and mathematics. Student report cards for the academic year prior to joining the program will be compared to report cards during program participation to help determine success towards those goals and objectives. State required standardized testing scores will also be used to determine student progress towards grade level academic achievement in reading/ELA and math assessment.

Further, program staff will secure release of information forms from the parents of program participants and weekly teacher survey forms for program participants to determine success towards goals related to attendance, tardiness, and school suspension.

Pre/Post-Test surveys will be administered to students at the onset/conclusion of the program to gauge student knowledge progress towards local people, places, and things of significance; environmental science; agriculture consumer science, and fine arts.

Participant survey will be utilized to document physical activity. Annual evaluation will be included in the end-of year program report.

Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
<b>Elements Evaluated</b>	The plan to evaluate the program does not specifically identify the elements of the program that will be evaluated. The elements identified are high-level and not meaningfully aligned to the proposed program.	The plan to evaluate the program identifies the elements of the program that will be evaluated but the elements are not clearly defined. And/or not all key components of the proposed program are identified for evaluation.	The plan to evaluate the program identifies and clearly defines the elements of the program that will be evaluated. Not all key components of the proposed program are identified for evaluation.	"Good" criteria and: The elements identified for evaluation align to all key components of the proposed program.
<b>Data Collection &amp; Analysis</b>	The applicant describes in little, to no, detail its process for collecting and	The applicant's plan for collecting and analyzing the necessary data to conduct a	The applicant details a systematic process for collecting and analyzing the	"Good" criteria and: The applicant includes a timeline for collecting and analyzing

**Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20**

	analyzing the data necessary to conduct a robust evaluation of the program.	robust evaluation of the program is high-level but non-specific. The process for the collection and analysis is not systematic.	data necessary to conduct a robust evaluation of the program.	the requisite data for conducting its evaluation.
<b>Data</b>	The applicant does not identify the specific data to be collected for analysis or only a few, if any, data are identified, aligned to the elements of the program that the applicant proposes to evaluate.	The applicant identifies specific data to be collected for analysis but there are gaps in the data to be collected in order to adequately evaluate the elements identified for evaluation by the applicant.	The applicant identifies all the specific data to be collected for analysis aligned to the elements to be evaluated by the applicant.	"Good" criteria and: The source of the data to be collected is identified for each piece of data included in the proposed plan for evaluation.

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

The CR Education Enrichment Programs Coordinator will oversee the process of collecting and storing all data used to substantiate progress towards the goals and objectives outlined in this application. That data will be analyzed and evaluated at a minimum quarterly, with a goal of evaluating survey data weekly towards student class participation, attendance, tardiness, and suspension progress. That particular data will be used to inform program staff development and improvement plans, where applicable, and to identify changing academic and social areas of need. Teacher and student surveys will largely reveal this data, but the monitoring of student quiz and homework assignments will also be used to meet the academic needs and resource deployment for students. Tutors and mentors will use the valuation data from the academic learning pods to address program participant's deficit areas and to further strengthen non-deficit areas.

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

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

CR 21<sup>st</sup> CCLC evaluation data will be shared with students during one-on-one academic enrichment and coaching sessions. It will also be shared with parents in an attempt to create academic success plans. Students that are struggling will have their plans modified and they will be assigned academic tutors or be granted additional academic enrichment time to aid in the attainment of the goals contained in their success plan. Program staff and school staff will communicate regularly to monitor the impact of changes to student's academic success plans. The community and other family members will have access to publicly released program level information regarding program operation and success. The program areas needing attention will receive additional resources and attention, and areas that are thriving will be monitored to ensure the performance level stays high.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

**Section 8 Fiscal Management, Budget, and Sustainability**

**12 points**

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

2022-2023 CR 21st Century Grant Budget Snapshot

**A. Personnel**

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>
CR Enrichment Programs Coordinator	\$42,370/year	\$42,370
<b>TOTAL PERSONNEL</b>		<b>\$42,370</b>

**Narrative:** The Enrichment Programs Coordinator position will solicit the services of a certified teacher, preferably dually certified in special education and also having a Masters Degree or Bachelors Degree with an education concentration. The Enrichment Programs Coordinator will develop student and teacher survey forms; develop pre/posttest survey forms; will work with the 4-H program supervisor to collect, store, and analyze program data; will complete all grant required reporting forms; and will provide oversight of the 4-H Program Director. \$42,370 total

**B. Fringe Benefits**

<u>Name/Position</u>	<u>Computation</u>	<u>Cost</u>
CR Enrichment Programs Coordinator	Workmen's Comp @ 1.55% + FICA @6.2% + Unemployment Ins@ .11% + Medicaid @1.45% X \$42,370/year	\$13,973
<b>TOTAL FRINGE</b>		<b>\$13,973</b>

**Narrative:** Fringe benefits for the CR Enrichment Programs Coordinator are described above. \$13,973 total

**C. Contractual**

<u>Name of Consultant</u>	<u>Service Provided</u>	<u>Computation</u>
1. University of Delaware/4-H	After School/Summer Academic	\$231,287
2. Life By Design	Enrichment/Mentoring Mentoring/Leadership Development/Life Coaching	\$63,000
<b>TOAL CONTRACTUAL</b>		<b>\$294,287</b>

**Narrative:** University of Delaware will contractually provide (12) P/T Mentors for a total of 42 weeks to operate the afterschool and summer education enrichment program at all four program sites for a total of \$115,345. The University of Delaware will also contractually provide 1 F/T 4-H Program Director for 52 weeks whom will recruit, hire, and supervise afterschool/summer program staff and volunteers. The 4-H Program Director will manage and supervise the daily activities and execution of the 4-H curriculum across all sites districtwide for a total of \$71,916.

## 2022-2023 CR 21st Century Grant Budget Snapshot

The University of Delaware 4-H program will contractually receive \$3,000 annually for travel to mandatory program conferences and training. The University of Delaware/4-H will contractually receive \$20,000 annually to cover the cost of program supplies and materials to support the student learners and carry out reporting and evaluation tasks.. The University of Delaware/4-H will receive \$21,026 towards indirect cost for operating duties under this project.

Life By Design will receive a total of 63,000 to execute a mentoring; leadership; and life coaching curriculum after school at CR High School for 35 (separate students) twice monthly for 2 hours per session for a total of 24 weeks. The Life by Design Instructor will distribute all materials necessary to carry out the Life by Design program curriculum, purchase curriculum materials, and collect data associated with attendance and student performance for the targeted mentoring/leadership sub-curriculum in CRHS.

### D. Supplies

Item Description	Quantity	Unit Price	Total Price
Leadership By Design Curriculum and Manual	35	10	\$350.00
TOTAL SUPPLIES			\$350

**Narrative:** The Leadership By Design Curriculum is the framework that will be executed with the targeted audience and the manual will be what each student learns from.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

1. Describe the program's financial procedures and accounting practices. *Please note: This 21<sup>st</sup> CCLC cannot generate any additional income for this program through fund raisers, donations, fees, etc.*

The Caesar Rodney School District has a dedicated financial department that utilizes GAP Accounting Principles and adheres to all federal, state and local laws regarding procurement and allowable expense. The Caesar Rodney School District's Budget Office is led by Ms. Kimberly Judy, Budget Director. All program budgetary activity is under the oversight of the CRSD Budget Office. Invoices will be generated within the Budget Office and all purchases will require prior approval before purchase to ensure compliance with the program budget for allowable activities. The CRSD Budget Office is compliant with state annual audit requirements. There are no outstanding audit findings for the CRSD.

This program will not generate funding for the program through fundraisers or donations.

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

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

The Caesar Rodney School District has a dedicated financial department demonstrates the ability to support our multiple schools and administrative office facilities annually. We are properly staffed procure equipment and supplies for use with this project. We also have the procedures and policies in place to properly monitor program activity. This includes the tagging and cataloging any equipment purchased under this project and monitoring program inventory of supplies. The Caesar Rodney School District's Budget Office is led by Ms. Kimberly Judy, Budget Director. All program budgetary activity is under the oversight of the CRSD Budget Office.

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

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

The \$400,000 investment in the educational enrichment of the student participants in this program is \$2,963 per student annually; the cost per child per session breaks down to \$16 while the total operating cost per student per hour breaks down to \$5 under this project. These costs pale in comparison to the profound impact this program should have on the academic outcomes of each participant. Success in this program is designed to give the program participants the necessary tools to not only successfully complete their learning journey in our system, but to also become productive citizens once they graduate. This will have a positive impact for generations to come and add the viability and sustainability of our immediate community.

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

4. Provide a preliminary plan for how the program will continue after funding ends. Provide specific information on how other funds or services will replace 21<sup>st</sup> CCLC funding beyond year 5. *For example, personnel costs in the original subgrant cost may be provided by volunteers from a partnering agency or tutors are being paid through LEA Title I funds.*

The preliminary plan for program sustainability is first and foremost to successfully operate all activities under this project. Our goal is to use successful student outcomes to justify the continued utilization program personnel. In the event that we are unable to sustain the program via district resources or other funding sources like LEA Title I funds we will look for alternate funding opportunities including, but not limited to partnerships with community organizations to continue the services offered under this project. We will exhaust all means for funding to sustain the program following the expiration of these program funds.

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

	sustaining the proposed program activities.	sustaining the program aligned to the proposed programmatic activities.	proposed programmatic activities.	proposed programmatic activities.
--	---	---	-----------------------------------	-----------------------------------

**Attach the Budget Pages to this subgrant application.**

**12 points**

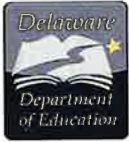
Review Rubric	Poor 0	Fair 1	Good 2	Excellent 3
<b>Salaries and Other Employee Costs (OEC)</b>	The budget does not include all the relevant salaries and Other Employee Costs.	The budget items are all included for this category but are not fully understandable or relevant to this program.	The budget items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



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

			anticipated results and benefits of the program.	
<b>Supplies and Materials and Capital Outlay</b>	The budget does not include a complete list of all the necessary supplies and materials and capital outlay to fully implement the proposed program.	The budget includes a complete list of all the necessary supplies and materials and capital outlay to fully implement the proposed program but the items are not fully understandable or relevant to this program.	The budget includes a complete list of all the necessary supplies and materials and capital outlay to fully implement the proposed program and the items are fully understandable and relevant to this program. <u>For supplies, line items over \$1000 are detailed in item description, quantity, and purpose.</u> Budget items are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program.	"Good" criteria and: Sufficient details are provided, making the budget accessible to all interested parties, including program and school staff, parents, and community members.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20



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

**LEA/Agency/Organization Information**

**Name:** Caesar Rodney School District **Date:** 4/8/2022

**Address 1:** 7 Front Street  
Street Address P.O. Box

**Address 2:** Wyoming, DE 19934  
City State Zip Code

**DUNS #:** 152741575

**DEPT ID:** 951000

**Amount of Funding Requested:** \$399,599 **Total Cost of Project:** \$399,599

**Coordinator's Name:** Tamara Toles-Torain **Email:** tamara.tolestorain@cr.k12.de.us **Telephone:** 302.698.4800

**Proposed Sub-Subgrant Project Title:** CR 21<sup>st</sup> Century Grant Program

**For FSF users, indicate department number under which funds should be loaded:** 951000

**Description of Project:** The program aims to increase reading and math proficiency levels and cultivate the leadership capabilities students within CRHS, Postlethwait MS, Fifer MS, and Magnolia MS while decreasing access barriers for English Language Learners to increase academic performance.

**Objectives and Goals of the Project (How will this sub-grant strengthen organization, make improvement, or achieve success?):** This project will strengthen planning, coordination, and execution of services for district students and their families that are experiencing learning regression as a result of the COVID 19 Pandemic. The program aims to increase reading and math proficiency levels for CRHS, Postlethwait MS, Fifer MS, and Magnolia MS while decreasing access barriers for English Language Learners to increase academic performance.

The program objectives:

- 75% of CR 21<sup>st</sup> CCLC program participants will increase school attendance.
- 75% of CR 21<sup>st</sup> CCLC program participants will decrease school tardiness.
- 85% of CR 21<sup>st</sup> CCLC program participants will demonstrate teacher reported improvement in homework completion and class participation
- 50% of CR 21<sup>st</sup> CCLC program participants will show improvement in mathematics grades from fall to spring.
- 50% of CR 21<sup>st</sup> CCLC program participants will show improvement in reading/English grades from fall to spring.
- 50% of CR 21<sup>st</sup> CCLC program participants will improve their state reading assessment performance level from the previous school year to the current year.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

-50% of CR 21st CCLC program participants will improve from not proficient to proficient or above in reading on state assessments.

-75% of CR 21st CCLC program participants will show an increase of knowledge of local people, places, and things critical to the development of local society at the conclusion of the program period.

-75% of CR 21st CCLC program participants will increase their knowledge of environmental science.

-75% of CR 21st CCLC program participants will increase their knowledge of agriculture and agriculture consumer science.

**Specific Activities (Include information about service delivery and timeline):** Program staff will be hired within 60 days of award notice. Program supplies will be purchased within 90 days of award acceptance.

Signature of Chief School Officer/Agency Head: \_\_\_\_\_

Printed Name: Christine Alois

Date: 4/8/2022

Signature of Business Manager: \_\_\_\_\_

Printed Name: Kimberly Judy

Date: 4/08/2022

4/5/2016

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20



**Delaware Department of Education  
FFATA Data Collection Form for Sub-Awardees**

The Federal Funding Accountability and Transparency Act (FFATA), requires entities receiving financial assistance through Federal awards (including contracts, sub-contracts, subgrants and sub-subgrants) to report selected information to be published on [usaspending.gov](http://usaspending.gov). As a prime awardee, Delaware Department of Education is required to file FFATA reports on a monthly basis. Funds will not be issued in the absence of the following information.

Title of Federal Subgrant::	21 <sup>st</sup> CCLC	Sub-Award Amount:	\$
CFDA#:	84.287C	PR/Award or FAIN:	S287C210052
Federal Sponsor	US DOE	Sub-Award Number:	
Sub-Award Start Date:	9/1/2022		

**SUB-AWARDEES**

Provide the following information as it appears in the Central Contractor Registration (CCR)

**Sub-Awardees Name:** N/A

**DUNS Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
Street

\_\_\_\_\_  
City State Zip + 4 digit (required)

Place of Performance:  
(If different than above) Street

\_\_\_\_\_  
City State Zip + 4 digit (required)

**Sub-Award Project Description** (provide enough information to give the public a good idea of the purpose and intended outcomes of the sub-award):

**Total compensation of Sub-Awardees' top five executives is required if all the following conditions are true:**

- More than 80% of annual gross revenues from the Federal government, and those revenues are greater than \$25M annually, and
- Compensation information is not publicly available

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

Name	Total Compensation
Dr. Christine Alois	\$185,120
Dr. Sherry Kijowski	\$143,661
Dr. Tamara Toles Torain	\$132,234
Dr. Kristina Failing	\$131,122
Tara Faircloth	\$129,113

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

PREPARED BY:	
<b>Name:</b>	Cliffvon Howell
<b>Title:</b>	Equity & Diversity Coordinator
<b>Phone Number:</b>	302-698-4849
<b>Email:</b>	Cliffvon.Howell@cr.k12.de.us

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Section 9 – Assurances, Certifications, and Signatures**

*The following pages contain the Assurances that must be signed and dated by the Superintendent or Chief Executive Officer of the Local Education Agency and the Chief Executive Officer of the Community Agency Partner. Please read and **check off all assurances carefully**. These assurances dictate financial requirements that must be adhered to by the subgrantee. Funds will not be disbursed until and unless a signed copy of these Assurances are received by the Delaware Department of Education (DDOE). Please check the following 35 assurances, indicating an agreement:*

The Applicant assures that:

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

- ☒ 20. Entities receiving \$500,000 or more of federal funds assure that an annual financial and compliance audit have been completed in accordance with OMB Circular A-133 or A-128, whichever is applicable. Copies of any audit findings and the documented actions to clear these findings must be included in this 21<sup>st</sup> CCLC subgrant application.
- ☒ 21. The Delaware Department of Education (DDOE) may as it deems necessary, supervise, evaluate, and provide guidance and direction to the subgrantee in the conduct of activities performed under this subgrant; however, failure of DDOE to supervise, evaluate, or provide guidance and direction shall not relieve the subgrantee of any liability for failure to comply with the terms of the subgrant award.
- ☒ 22. All program staff who work with children will have undergone the requirements outlined in the Delaware Criminal Background Check for Public Schools Related Employment and Office of Child Care Licensing Regulations.
- ☒ 23. Any printed (or other media) description of programs and/or program activities will state that the program and/or activity is fully (or partially) funded by the US Department of Education's 21st Century Community Learning Center Program.
- ☒ 24. Subgrantee will retain records of its financial transactions (including receipts), accounts, program operation, and evaluation relating to this subgrant for a period of three years after termination of the subgrant agreement and will make such records (including receipts) available for inspection and audit by authorized representatives of DDOE.
- ☒ 25. Subgrantee will receive prior written approval from the DDOE program manager before implementing any programmatic changes with respect to the purpose for which the subgrant was awarded. Amendments will be accepted during the following periods: August 1 - August 15; December 1 - December 15; and June 1 - June 15. Amendments are submitted via e-mail for approval to the Delaware 21st CCLC State Coordinator.
- ☒ 26. Subgrantee will repay any funds that have been determined through the federal or state audit process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
- ☒ 27. Subgrantee will, as part of this subgrant, create an advisory council or steering committee of all major partners who will meet on a regular basis to assist in continuous program improvement.
- ☒ 28. Any remaining, unspent funds must be returned to the Department of Education within 75 days from the subgrant end date. If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee must briefly explain why as part of a budget amendment. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted. There are no extensions or carry-overs allowed.



Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

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

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

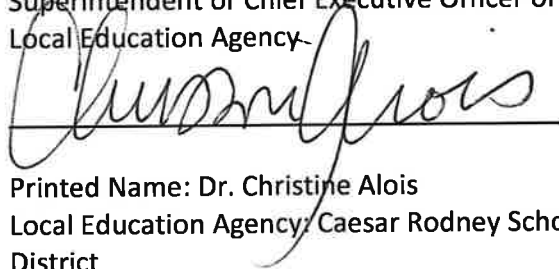
**Section 9 – Assurances, Certifications, and Signatures**

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

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

**Live Signature of:**

Superintendent or Chief Executive Officer of the  
Local Education Agency-

A handwritten signature in black ink, appearing to read "Christine Alois", written over a horizontal line.

Printed Name: Dr. Christine Alois  
Local Education Agency: Caesar Rodney School  
District  
Date: 04/08/2022

**Live Signature of:**

Chief Executive Officer of the Community Agency

A handwritten signature in black ink, appearing to read "Mary Snyder", written over a horizontal line.

Printed Name: Mary Snyder  
Community Agency: University of Delaware  
Date: 04/11/2022

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**Attachments:**

**Memoranda of Understanding (MOU):**

**3 points**

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

**Attach a MOU for each partner listed in "Section 3 – Partnerships and Collaborations."**

**Intent to Participate Letter**

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

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

**Budget Pages**

**12 points**

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

**Attach the Budget Pages.**

## **Memorandum of Understanding**

between

**Caesar Rodney School District**

and

**University of Delaware**

This Memorandum of Understanding (MOU) sets for the terms and understanding between the **Caesar Rodney School District** and the **University of Delaware** who are providing services and/or financial support to the 21<sup>st</sup> CCLC program.

Partner name: Caesar Rodney School District  
Partner representative: Dr. Tamara Toles-Torain  
Position: Assistant to the Superintendent  
Address: 7 Front Street, Wyoming, DE 19934  
Telephone: (302) 698-4800  
Fax:  
E-mail: tamara.tolestorain@cr.k12.de.us

Partner name: University of Delaware  
Partner representative: Mary Snyder  
Position: Contracts and Grants Analyst  
Address: 210 Hullahen Hall, Newark, DE 19716  
Telephone: (302) 831-7340  
Fax:  
E-mail: marysw@udel.edu

### **Purpose**

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

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

# Memorandum of Understanding

between

University of Delaware  
and  
The Caesar Rodney School District  
Afterschool and Summer Camp Proposal

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Caesar Rodney School District and the University of Delaware through the Cooperative Extension Service (4-H) who are providing services for an enrichment program.

Partner name: University of Delaware  
Partner representative: Mary Snyder  
Position: Research Office, Sponsored Programs  
Address: University of Delaware \* 210 Hüllihen Hall \* Newark, DE 19716  
Telephone: 302-831-7340  
Fax: 302-831-2828  
E-mail: [marysw@udel.edu](mailto:marysw@udel.edu)

Partner Name: Caesar Rodney School District  
Lead Agency: Caesar Rodney School District  
Partner representative: Dr. Tamara Toles-Torain  
Position: Assistant to the Superintendent  
Address: 7 Front Street, Wyoming, DE 19934  
Telephone: 302-698-4800  
E-mail:

## Purpose

The purpose of this MOU is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a fall/summer enrichment program.

## Vision and Overview

To increase academic enrichment and increase school connectedness of participants, including families, caregivers, and school teachers.

4-H (evidenced based): This program would be offered four days per week in order to fully implement a 4-H Afterschool Program at three middle schools and one high school in the Caesar Rodney School District. The program would offer students an opportunity to build

community wide change in leadership to the school while building confidence in our students for skills, health, fun, enrichment, and youth development.

Ongoing program through the course of the year would include STEM activities, SEL, Arts (visual/performing), physical activity, mindfulness, leadership, service learning, college/career readiness and more – all associated with age level appropriate resources and materials. Groupings would include middle – through high school for aged-based programming and rotations for the students as they progress academically. The program is inclusive, and all students would be encouraged to participate.

### **Duties of Parties**

As a partner with the Caesar Rodney School district in the implementation of the program, the University of Delaware Cooperative Extension 4-H program agrees to provide services including, but not limited to the following:

**Caesar Rodney School District** agrees to the following:

- ✧ *Serve as the fiscal agent and lead agency*
- ✧ *Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues*
- ✧ *Participate in the evaluation of the afterschool program at the local, state, and federal levels*
- ✧ *Complete paperwork related to any association with the program*
- ✧ *Provide access to assessment and other available data for the purposes of programevaluation*
- ✧ *Assist the program in developing, implementing, and making progress on its sustainability plan*

**Caesar Rodney School District Host Schools** agree to the following:

- ✧ *Assume fiscal payment responsibilities*
- ✧ *Provide classroom space and all other appropriate space to accommodate the afterschool program, inclusive of snack and program space (i.e. gym, homework time, arts and crafts, etc.)*
- ✧ *Provide access for 4-H Afterschool program to all afterschool students*
- ✧ *Provide needed support including office space, telephone use, and computer use for afterschool staff*
- ✧ *Recruit, market and refer all students to the afterschool program in order to maintain average daily attendance*
- ✧ *Communicate and collaborate with all partners*
- ✧ *Support the afterschool program in developing appropriate curricula, running an effective homework and/or tutoring program, and establishing clear linkages with the school day*
- ✧ *Establish a collaborative relationship between school day staff and afterschool staff committed to working in the program*
- ✧ *Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and those children are safe in the afterschool program*
- ✧ *Complete paperwork related to and associated with the program*
- ✧ *Provide access to assessment and other available data for the purposes of program*

#### evaluation

- ✘ Provide evaluation and reporting to 21<sup>st</sup> Century funders for all programming at the local, state, and federal levels
- ✘ Assist the program in developing, implementing, and making progress on its sustainability plan
- ✘ Designate a School Contact who will act as program liaison in communicating with University of Delaware Cooperative Extension 4-H as it relates to the program; and
- ✘ Adhere to 4-H program standards of implementation as set forth in the staff/volunteer training conducted by 4-H Program staff.

#### University of Delaware Cooperative Extension (4-H) agrees to the following:

- ✘ Appoint a Delaware Cooperative Extension staff member to serve as liaison to act as a point of contact for the summer/afterschool programs
- ✘ Hire and train staff members to conduct 4-H based experiential learning activities to include science and STEM areas, SEL, Arts (visual/performing), physical activity, mindfulness, leadership, service learning, college/career readiness and more - for students in the afterschool program (four days per week for 36 weeks) and summer sessions (four days per week for six weeks).
- ✘ Provide opportunities for students to engage in-service learning activities
- ✘ Provide opportunities to build community-wide change in student leadership
- ✘ Provide training to staff and all afterschool student participants in 40 Developmental Assets or as appropriate in connection with the Leader in Me resources
- ✘ Provide other opportunities to build confidence and skills in health and positive youth development by including participants in the afterschool program in all opportunities available in the Kent County 4-H program and all statewide activities in Delaware 4-H.
- ✘ Provide learning experiences that will be made available for students to compete in the Delaware State Fair competition based on their grade level and their interest, if desired by the students. Transportation to the State Fair will be provided by the district

Monetary Value for Services Rendered: **\$231,286.00**

#### **Funding**

4-H Budget Items	\$	4-H Budget Explanation
Program Admin	52,000.00	12 months of program oversight: planning, recruit/hire/train staff, data collection, events, etc.
Fringe	19,916.00	38.3% fringe rate
School Year Mentors	77,760.00	12 staff x 3 hours x 4 days x \$15 per hour x 36 weeks: 9/19/22-6/8/2023
Fringe	5,287.68	6.8% fringe rate
Summer Mentors	30,240.00	12 staff x 7 hours x 4 days x \$15 per hour x 6 weeks (3@middle schools/2@high school)
Fringe	2,056.32	6.8% fringe rate
<b>SubTotal</b>	<b>187,260.00</b>	<b>Subtotal</b>
Mileage	1,000.00	Admin mileage travel 1,710 miles @ \$0.585 per mile
Travel	2,000.00	Conference travel - grant requirement
Supplies	20,000.00	Fall/summer camp curriculum, supplies (i.e. STEAM, phys ed, cooking, mindfulness, etc.) and family engagement activities
<b>Subtotal</b>	<b>210,260.00</b>	<b>Subtotal</b>
F&A	21,026.00	10%
<b>Grand Total</b>	<b>231,286.00</b>	<b>Grand Total</b>

**Duration**

The agreement is for a period of one year: August 1, 2022 - July 31, 2023, and renewable each year, for up to five years.

**Procedures for Modification and Termination**

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

**Severance Clause**

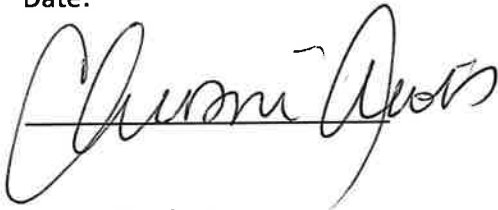
If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

**Signatures**

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



Dr. Tamara Toles-Torain  
Assistant to the Superintendent  
Caesar Rodney School District  
Date:



Superintendent  
Caesar Rodney School District  
Date:



Mary Snyder  
Research Office, Sponsored Programs  
University of Delaware  
Date: 04/01/2022



Director of Business/Finance  
Caesar Rodney School District  
Date: 04/13/2022





Letter of Support to Dr. Christine Alois, Superintendent

Dear Dr. Christine Alois,

Life By Design Coaching Firm supports the Delaware 21st Century Community Learning Centers Program application.

We look forward to providing Caesar Rodney School District the Life By Design Leadership Development for Young Leaders Program. This mentoring, training program is designed to bridge the leadership gap by providing mentorship, motivation and direction through leadership education enrichment.

We are proposing a year-round continuum of academic and wraparound support services. We are aiming at fostering accelerated leadership learning along with activities that foster growth, character development, personal development and strategic thinking within each participant.

Life By Design's projected framework outlines the specific Program Objectives that will be mutually monitored and gauged for targeted results.

As the CEO of Life By Design Coaching Firm, I support the Delaware 21st Century Community Learning Centers Program application. If awarded, we look forward to working strategically to awaken, discover and develop the leader within the participants in this school district.

Sincerely,

Kevin L. Kelley

*Kevin L. Kelley*  
Life By Design Coaching Firm

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**21st Century Community Learning Centers Vision and Overview**

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

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

The program aims to increase reading and math proficiency levels for CRHS, Postlethwait MS, Fifer MS, and Magnolia MS while decreasing access barriers for English Language Learners to increase academic performance. This project will also strengthen planning, coordination, and execution of services for district students and their families that are experiencing learning regression as a result of the COVID 19 Pandemic. The program will operate during after school hours M-TH for 36 weeks; and during the summer M-TH for 6 weeks. The program operating sites are Postlethwait MS, Fifer MS, Magnolia MS, and Caesar Rodney HS.

**Duties of Parties**

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

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

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

For the school partner, the following may apply:

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

- ☐ Assume payroll responsibilities for afterschool positions, as budgeted;
- ☒ Provide classroom space and all other appropriate space to accommodate the afterschool program;
- ☒ Recruit and refer students to the afterschool program;
- ☒ Communicate and collaborate with all partners;
- ☒ Support the afterschool program in developing appropriate curricula, running an effective homework and/or tutoring program, and establishing clear linkages with the school day;
- ☒ Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program;
- ☐ Complete paperwork related to and associated with the program;
- ☒ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participate in the evaluation of the afterschool program at the local, state, and federal levels;
- ☒ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Participate on the Advisory Team; and/or
- ☐ Other:

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

- ☐ Provide appropriate space or programming to accommodate the afterschool program;
- ☒ Recruit and refer students to the afterschool program;
- ☒ Communicate and collaborate with all partners about rules, expectations, and norms;
- ☒ Communicate and collaborate with school partners about curriculum and instruction;
- ☒ Establish a collaborative relationship between organization staff and afterschool staff;
- ☒ Complete paperwork related to and associated with the program;
- ☒ Provide access to assessment and other available data for the purposes of program evaluation;
- ☒ Participate in the evaluation of the afterschool program at the local, state, and federal levels;
- ☒ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Participate on the Advisory Team; and/or
- ☒ Other: Assume payroll responsibilities for afterschool/summer program staff from the DE 4-H Program

### Meetings

All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Advisory Team. The Advisory Team consists of **DE 4H staff; program participants; parents and family members of program participants; community members;** and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year, or as needed, about key

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

decisions and issues related to successful program implementation. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program. If partners cannot come to a mutual agreement, the LEA School Partner will have final decision-making authority.

**Funding**

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

The University of Delaware will receive \$231,287 from the Contractual Services budget category.

Life By Design will receive \$63,000 from the Contractual Services budget category.

In addition, partners will provide contractually obligated services as detailed by the federal funds budget form.

**Duration**

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

**Procedures for Modification and Termination**

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

**Severance Clause**

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

**Signatures**

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

  
(Partner signature)  
**Dr. Christine Alois**  
Superintendent

Caesar Rodney School District  
Date: 04/08/2022

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

Mary Snyder  
(Partner signature)  
**Doug Crouse / Mary Snyder**

State 4-H Program Leader / Contracts and  
Grant Analyst  
University of Delaware  
Date: 04/08/2022

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

**INTENT TO PARTICIPATE FORM**  
in 21<sup>st</sup> CCCLC during School Year 2022 – 2023

**Nonprofit – Private School:**

**Due Date:**

**Return to:**

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

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

☐ **Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers**

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

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

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

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

**Allocations are based on the September 30, 2021 total enrollment as reported to the Delaware Department of Education.**

**Number of students:      8,205**

**Please note the following:**

- 1) The 21<sup>st</sup> CCLC program lead agency will always maintain control of the funds and will not provide direct funding from these federal education programs to the private school.
- 2) If the private school does not sign and return this **Intent to Participate Form** by \_\_\_\_\_ its students, teachers, and other educational personnel will not be qualified to participate in services for the 2022 – 2023 school year.

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

☐ **No, I am not interested in consulting with the \_\_\_\_\_ School District and the 21<sup>st</sup> CCLC program lead agency regarding participating in the 21<sup>st</sup> CCLC Program.**

Private School Name: \_\_\_\_\_

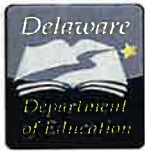
Head of School Name: \_\_\_\_\_

Head of School Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Delaware 21<sup>st</sup> Century Community Learning Centers  
2022 – 2023 Subgrant Application Cohort 20

Attachment: Budget Forms

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



# State of Delaware Department of Education Federal Funds Budget Form

**Federal Grant:** CR 21st Century Grant      **LEA/Agency:** Caesar Rodney School District  
**Project Title:** CRHS, FMS, MMS, PMS  
**Project Start Date:** September 1, 2022      **Project End Date:** August 31, 2023

Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)						
Employee's Name	Title	FTE Percentage		Federal Funds Requested	Matching Funds	Total Funds
<b>PROFESSIONAL:</b>						
TBD	CR Enrichment Programs Coordin	1		\$42,370.00		\$42,370.00
			Subtotal	\$42,370.00	\$0.00	\$42,370.00
<b>SUBSTITUTES:</b>						
						\$0.00
						\$0.00
			Subtotal	\$0.00	\$0.00	\$0.00
<b>SUPPORT STAFF:</b>						
						\$0.00
			Subtotal	\$0.00	\$0.00	\$0.00
<b>STUDENTS:</b>						
						\$0.00
			Subtotal	\$0.00	\$0.00	\$0.00
<b>TOTAL SALARIES:</b>				<b>\$42,370.00</b>	<b>\$0.00</b>	<b>\$42,370.00</b>
<b>OTHER EMPLOYEE COSTS:</b>						
FICA		6.20%		\$2,626.94	\$0.00	\$2,626.94
Medicaid		1.45%		\$614.37	\$0.00	\$614.37
Pension		23.80%		\$10,084.06	\$0.00	\$10,084.06
Workman's Comp		1.55%		\$656.74	\$0.00	\$656.74
Unemployment Insurance		0.11%		\$46.61	\$0.00	\$46.61
		<u>Estimate</u>				
FY22 Health Insurance/Other Non-taxed Benefits	\$	15,391.00		\$13,972.29	\$0.00	\$13,972.29
			Subtotal	\$28,001.00	\$0.00	\$28,001.00
<b>TOTAL SALARY &amp; EMPLOYEE COSTS</b>				<b>\$70,371.00</b>	<b>\$0.00</b>	<b>\$70,371.00</b>

Expense Types and Account Codes: Travel (5400)					
Destination	Purpose	# of Travelers	Federal Funds Requested	Matching Funds	Total Funds
Dover	Student Transportation (Summer Program)	135	\$10,368.00	\$0.00	\$10,368.00
Dover	Student Transportation (After School Program)	135	\$24,624.00	\$0.00	\$24,624.00
					\$0.00
<b>TOTAL TRAVEL COSTS</b>			<b>\$34,992.00</b>	<b>\$0.00</b>	<b>\$34,992.00</b>

Expense Types and Account Codes: Contractual Services (5500)				
Vendor Name	Service Provided	Federal Funds Requested	Matching Funds	Total Funds
U-Del 4-H	4-H Personnel Related Cost (Personnel + 6.8% Fringe) (12) Mentors (42 weeks)	\$115,345.00	\$0.00	\$115,345.00
U-Del 4-H	4-H Personnel Related Cost (Personnel + 38.3% Fringe) (1) 4H Supervisor (52 weeks)	\$71,916.00	\$0.00	\$71,916.00



U-DeI 4-H	4-H Travel Related Cost (Mileage + Conference)	\$3,000.00	\$0.00	\$3,000.00
U-DeI 4-H	4-H Supplies Cost	\$20,000.00	\$0.00	\$20,000.00
U-DeI 4-H	4-H Indirect Cost (Rate 10%)	\$21,026.00	\$0.00	\$21,026.00
	Life By Design Leadership Module			
Life By Design	35 students x \$150/student x 12 mos	\$63,000.00	\$0.00	\$63,000.00
				\$0.00
<b>TOTAL CONTRACTUAL SERVICES COSTS</b>		<b>\$294,287.00</b>	<b>\$0.00</b>	<b>\$294,287.00</b>

Expense Types and Account Codes: Indirect Cost (5560)				
Total Direct Cost	Approved Indirect Cost Rate for grant period	Federal Funds Requested	Matching Funds	Total Funds
\$400,000.00		\$0.00	N/A	\$0.00
<b>TOTAL INDIRECT COSTS</b>		\$0.00		\$0.00

Expense Types and Account Codes: Supplies and Materials (5600)					
Item Description	Quantity	Unit Price	Federal Funds Requested	Matching Funds	Total Funds
Leadership By Design Curriculum and Manual	35	10	\$350.00	\$0.00	\$350.00
					\$0.00
					\$0.00
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>			\$350.00	\$0.00	\$350.00

Expense Types and Account Codes: Capital Outlay (5700)					
Item Description	Quantity	Unit Price	Federal Funds Requested	Matching Funds	Total Funds
<u>Replacement Equipment</u>					\$0.00
<u>New Equipment</u>					\$0.00
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>			\$0.00	\$0.00	\$0.00

GRAND TOTAL	Federal Funds Requested	Matching Funds	Total Funds
	\$400,000.00	\$0.00	\$400,000.00



STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

BUDGET SUMMARY OF FEDERAL FUNDS

LEA/Agency Name:

Caesar Rodney School District

Federal Grant Title:

CR 21st Century Grant

Project Title:

CRHS, FMS, MMS, PMS

	Account Code	5100	5120	5400	5500	5560	5600	5700	Total
	Account Code Name	Salaries	OEC's	Travel	Contracted Services	Indirect	Supplies & Materials	Capital Outlay	Budget
ACTIVITY									
		\$42,370.00	\$28,001.00	\$34,992.00	\$294,287.00	\$0.00	\$350.00	\$0.00	\$400,000.00
	Total Budget	\$42,370.00	\$28,001.00	\$34,992.00	\$294,287.00	\$0.00	\$350.00	\$0.00	\$400,000.00

Completed By:

Date:

Chief Financial Officer or Business Manager:

Date:

*Kimberly Gandy*

*04/12/2022*

## **Appendix A: MINIMUM MANDATORY SUBMISSION REQUIREMENTS**

Each vendor solicitation response should contain at a minimum the following information:

1. **Transmittal Letter** as specified on page 1 of the Request for Proposal including an Applicant's experience, if any, providing similar services.
2. The remaining vendor proposal package shall identify how the vendor proposes meeting the contract requirements and shall include pricing. Vendors are encouraged to review the Evaluation criteria identified to see how the proposals will be scored and verify that the response has sufficient documentation to support each criterion listed.
3. One (1) complete, signed and notarized copy of the **non-collusion agreement** (See Attachment 2). "ORIGINAL", MUST HAVE ORIGINAL SIGNATURES AND NOTARY MARK. All other copies may have reproduced or copied signatures – Form must be included.
4. One (1) completed RFP **Exception form** (See Attachment 3) – please check box if no information – Form must be included.
5. One (1) completed **Confidentiality Form** (See Attachment 4) – please check if no information is deemed confidential - Form must be included.
6. One (1) completed **Business Reference form** (See Attachment 5) – please provide references other than State of Delaware contacts (please note: this includes school district and charter school employees - the only exception is any Delaware entity that only serves Delaware state agencies) – Form must be included.
7. One (1) complete and signed copy of the Subcontractor Information Form (See Attachment 6) for each subcontractor - only provide if applicable.
8. One (1) complete and signed copy of **Appendix B – SCOPE OF WORK – Delaware 21<sup>st</sup> Century Community Learning Centers 2022-2023 Subgrant Application Cohort 20, including Memoranda of Understanding, Nonpublic School Intent to Participate Letter(s), and Budget Pages.**

The items listed above provide the basis for evaluating each vendor's proposal. Failure to provide all appropriate information may deem the submitting vendor as "non-responsive" and exclude the vendor from further consideration. If an item listed above is not applicable to your company or proposal, please make note in your submission package.

Vendors shall provide proposal packages in the following formats: **(Please note: Paper & Electronic copies should be identical and include ALL required documents.)**

1. **two (2)** paper copies of the vendor proposal paperwork. One (1) paper copy must be an original copy, marked "ORIGINAL" on the cover, and contain original signatures. Each paper copy must include all required documents including a price proposal.
2. **two (2)** electronic copies of the vendor proposal saved to separate USB memory sticks. Copy of electronic price file shall be a separate file from all other files on the electronic copy. (Each USB should minimally have two separate files: proposal and pricing.) Each electronic copy of the proposal must be identical to paper versions and include all required documents.

CONTRACT NO.: 2022-04

CONTRACT TITLE: Delaware Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)

DEADLINE TO RESPOND: April 13, 2022 at 2:00 PM (Local Time)

**NON-COLLUSION STATEMENT**

This is to certify that the undersigned vendor has neither directly nor indirectly, entered into any agreement, participated in any collusion or otherwise taken any action in restraint of free competitive bidding in connection with this proposal, and further certifies that it is not a sub-contractor to another vendor who also submitted a proposal as a primary vendor in response to this solicitation submitted this date to the State of Delaware, Department of Education.

It is agreed by the undersigned vendor that the signed delivery of this bid represents, subject to any express exceptions set forth at Attachment 3, the vendor's acceptance of the terms and conditions of this solicitation including all specifications and special provisions.

**NOTE:** Signature of the authorized representative **MUST** be of an individual who legally may enter his/her organization into a formal contract with the State of Delaware, Department of Education.

COMPANY NAME CAESAR RODNEY SCHOOL DISTRICT Check one)

NAME OF AUTHORIZED REPRESENTATIVE

(Please type or print) Dr. Christine Alois

SIGNATURE

TITLE SuperintendentCOMPANY ADDRESS 7 FRONT STREET WYOMING, DE 19934PHONE NUMBER (302) 697-3406

FAX NUMBER \_\_\_\_\_

EMAIL ADDRESS Christine.Alois@cr.k12.de.us

STATE OF DELAWARE

FEDERAL E.I. NUMBER \_\_\_\_\_

LICENSE NUMBER \_\_\_\_\_

X	Corporation
	Partnership
	Individual

COMPANY CLASSIFICATIONS:	Certification type(s)		Circle all that apply	
	Minority Business Enterprise (MBE)		Yes	No
	Woman Business Enterprise (WBE)		Yes	No
	Disadvantaged Business Enterprise (DBE)		Yes	No
	Veteran Owned Business Enterprise (VOBE)		Yes	No
CERT. NO.:	Service Disabled Veteran Owned Business Enterprise (SDVOBE)		Yes	No

[The above table is for informational and statistical use only.]

PURCHASE ORDERS SHOULD BE SENT TO:

(COMPANY NAME)

Caesar Rodney School District Business Office

ADDRESS

7 Front Street Wyoming, DE 19934

CONTACT

Kimberly JudyPHONE NUMBER (302) 697-4980

FAX NUMBER \_\_\_\_\_

EMAIL ADDRESS kimberly.judy@cr.k12.de.us

**AFFIRMATION:** Within the past five years, has your firm, any affiliate, any predecessor company or entity, owner, Director, officer, partner or proprietor been the subject of a Federal, State, Local government suspension or debarment?

YES \_\_\_\_\_ NO \_\_\_\_\_ X \_\_\_\_\_ if yes, please explain \_\_\_\_\_

**THIS PAGE SHALL HAVE ORIGINAL SIGNATURE, BE NOTARIZED AND BE RETURNED WITH YOUR PROPOSAL**SWORN TO AND SUBSCRIBED BEFORE ME this 13th day of April, 20 22

Notary Public

Teresa L. Price

My commission expires

2-21-23

City of

Wyoming

County of

KentState of Delaware



## Attachment 4

**Contract Title: Delaware Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)**

☒ By checking this box, the vendor acknowledges that they are not providing any information they declare to be confidential or proprietary for the purpose of production under 29 *Del. C. Ch. 100*, Delaware Freedom of Information Act.

[illegible]

Approved by Legal Counsel 1/29/2020

STATE OF DELAWARE  
Department of Education

Attachment 5

Contract No. 2022-04

Contract Title: Delaware Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

BUSINESS REFERENCES

List a minimum of three business references, including the following information:

- Business Name and Mailing address
- Contact Name and phone number
- Number of years doing business with
- Type of work performed

Please do not list any State Employee as a business reference (please note: this includes school district and charter school employees - the only exception is any Delaware entity that only serves Delaware state agencies). If you have held a State contract within the last 5 years, please provide a separate list of the contract(s).

1. <b>Contact Name &amp; Title:</b>	William McPoyle, Owner
<b>Business Name:</b>	Windswept Enterprises
<b>Address:</b>	251 N. Dupont Hwy, Dover, DE 19901
<b>Email:</b>	windsweptprinting@gmail.com
<b>Phone # / Fax #:</b>	302-678-0805 / 302-678-3180
<b>Current Vendor (YES or NO):</b>	Yes
<b>Years Associated &amp; Type of Work Performed:</b>	15+ Years utilizing their service for printing and branding materials.
2. <b>Contact Name &amp; Title:</b>	Tom Windley, Athletic Trainer
<b>Business Name:</b>	Premier Physical Therapy
<b>Address:</b>	210 Cleaver Farm Rd. Suite 1 Middletown, DE 19709
<b>Email:</b>	TomWindley@premierptsp.com
<b>Phone # / Fax #:</b>	302-449-2048 / 302-449-2047
<b>Current Vendor (YES or NO):</b>	Yes
<b>Years Associated &amp; Type of Work Performed:</b>	8+ Years serving as the head athletic trainers for Caesar Rodney High School
3. <b>Contact Name &amp; Title:</b>	Dr. Michelle Taylor, CEO
<b>Business Name:</b>	United Way of Delaware
<b>Address:</b>	625 Orange Street Wilmington, DE 19801
<b>Email:</b>	mtaylor@uwde.org
<b>Phone # / Fax #:</b>	302-573-3700
<b>Current Vendor (YES or NO):</b>	No
<b>Years Associated &amp; Type of Work Performed:</b>	20+ Years collaborating on initiatives to impact the lives of youths within the district via programming and service campaigns.

**STATE OF DELAWARE PERSONNEL MAY NOT BE USED AS REFERENCES (PLEASE NOTE: THIS INCLUDES SCHOOL DISTRICT AND CHARTER SCHOOL EMPLOYEES - THE ONLY EXCEPTION IS ANY DELAWARE ENTITY THAT ONLY SERVES DELAWARE STATE AGENCIES).**



STATE OF DELAWARE  
Department of Education

Attachment 6

**SUBCONTRACTOR INFORMATION FORM**

<b>PART I – STATEMENT BY PROPOSING VENDOR</b>		
<b>1. CONTRACT NO.</b> <b>2022-04</b>	<b>2. Proposing Vendor Name:</b> Caesar Rodney School District	<b>3. Mailing Address:</b> 7 Front Street Wyoming, DE 19934
<b>4. SUBCONTRACTOR</b>		
<b>a. NAME:</b> University of Delaware/4-H program	<b>4c. Company OSD Classification:</b> Certification Number: _____	
<b>b. Mailing Address:</b>  210 Hulihan Hall Newark, DE 19716	<div style="display: flex; justify-content: space-between;"> <div> <b>4d. Women Business Enterprise</b>  <b>4e. Minority Business Enterprise</b>  <b>4f. Disadvantaged Business Enterprise</b>  <b>4g. Veteran Owned Business Enterprise</b>  <b>4h. Service Disabled Veteran Owned Business Enterprise</b> </div> <div style="text-align: right;"> <div><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div> <div><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div> <div><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div> <div><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div> <div><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div> </div> </div>	
<b>5. DESCRIPTION OF WORK BY SUBCONTRACTOR:</b> University of Delaware will contractually provide (12) P/T Mentors for a total of 42 weeks to operate the afterschool and summer education enrichment program at all four program sites for a total of \$115,345. The University of Delaware will also contractually provide 1 F/T 4-H Program Director for 52 weeks whom will recruit, hire, and supervise afterschool/summer program staff and volunteers. The 4-H Program Director will manage and supervise the daily activities and execution of the 4-H curriculum across all sites districtwide for a total of \$71,916. The University of Delaware 4-H program will contractually receive \$3,000 annually for travel to mandatory program conferences and training. The University of Delaware/4-H will contractually receive \$20,000 annually to cover the cost of program supplies and materials to support the student learners and carry out reporting and evaluation tasks.. The University of Delaware/4-H will receive \$21,026 towards indirect cost for operating duties under this project.		
<b>6a. NAME OF PERSON SIGNING</b> <b>TAMARA TOLES TORAIN</b>	<b>7. BY (Signature)</b>	<b>8. DATE SIGNED</b>
<b>6b. TITLE OF PERSON SIGNING</b> ASSISTANT TO THE SUPERINTENDENT		
<b>PART II – ACKNOWLEDGEMENT BY SUBCONTRACTOR</b>		
<b>9a. NAME OF PERSON SIGNING</b> <b>MARY SNYDER</b>	<b>10. BY (Signature)</b>  <i>Mary Snyder</i>	<b>11. DATE SIGNED</b> <b>04/13/2022</b>
<b>9b. TITLE OF PERSON SIGNING</b> <b>CONTRACTS &amp; GRANTS ANALYST</b>		

\* Use a separate form for each subcontractor

**STATE OF DELAWARE**  
**Department of Education**

**Attachment 6**

**SUBCONTRACTOR INFORMATION FORM**

<b>PART I – STATEMENT BY PROPOSING VENDOR</b>																	
<b>1. CONTRACT NO.</b> <b>2022-04</b>	<b>2. Proposing Vendor Name:</b> <b>Caesar Rodney School District</b>	<b>3. Mailing Address:</b> <b>7 Front Street</b> <b>Wyoming, DE 19934</b>															
<b>4. SUBCONTRACTOR</b>																	
<b>a. NAME:</b> Life By Design	<b>4c. Company OSD Classification:</b>  <b>Certification Number:</b> _____																
<b>b. Mailing Address:</b>	<table style="width: 100%;"> <tr> <td style="width: 60%;">4d. Women Business Enterprise</td> <td style="width: 10%;"><input type="checkbox"/> Yes</td> <td style="width: 10%;"><input checked="" type="checkbox"/> No</td> </tr> <tr> <td>4e. Minority Business Enterprise</td> <td><input checked="" type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td>4f. Disadvantaged Business Enterprise</td> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> </tr> <tr> <td>4g. Veteran Owned Business Enterprise</td> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> </tr> <tr> <td>4h. Service Disabled Veteran Owned Business Enterprise</td> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>		4d. Women Business Enterprise	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	4e. Minority Business Enterprise	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	4f. Disadvantaged Business Enterprise	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	4g. Veteran Owned Business Enterprise	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	4h. Service Disabled Veteran Owned Business Enterprise	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4d. Women Business Enterprise	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No															
4e. Minority Business Enterprise	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No															
4f. Disadvantaged Business Enterprise	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No															
4g. Veteran Owned Business Enterprise	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No															
4h. Service Disabled Veteran Owned Business Enterprise	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No															
<b>5. DESCRIPTION OF WORK BY SUBCONTRACTOR:</b> Life By Design will receive a total of 63,000 to execute a mentoring; leadership; and life coaching curriculum after school at CR High School for 35 (separate students) twice monthly for 2 hours per session for a total of 24 weeks. The Life by Design Instructor will distribute all materials necessary to carry out the Life by Design program curriculum, purchase curriculum materials, and collect data associated with attendance and student performance for the targeted mentoring/leadership sub-curriculum in CRHS.																	
<b>6a. NAME OF PERSON SIGNING</b> <b>TAMARA TOLES TORAIN</b>	<b>7. BY (Signature)</b> 	<b>8. DATE SIGNED</b> <b>4/13/22</b>															
<b>PART II – ACKNOWLEDGEMENT BY SUBCONTRACTOR</b>																	
<b>9a. NAME OF PERSON SIGNING</b> <b>KEVIN KELLEY</b>	<b>10. BY (Signature)</b> 	<b>11. DATE SIGNED</b> <b>4/13/2022</b>															
<b>9b. TITLE OF PERSON SIGNING</b> <b>CEO</b>																	

\* Use a separate form for each subcontractor

## Delaware Department of Education Contract

RFP#2022-04

This Agreement ("Agreement") is effective only upon the execution of a State of Delaware Purchase Order and will end on \_\_\_\_\_, **20**\_\_\_\_, by and between the State of Delaware, Department of Education, hereafter referred to as DDOE or "Department", and VENDOR, (VENDOR).

WHEREAS, DDOE desires to obtain certain services to provide 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) subgrant program management under the Federal Elementary and Secondary Education Act, Title IV, Part B; and

WHEREAS, VENDOR desires to provide such services to DDOE on the terms set forth below;

WHEREAS, DDOE and VENDOR represent and warrant that each party has full right, power and authority to enter into and perform under this Agreement;

FOR AND IN CONSIDERATION OF the premises and mutual agreements herein, DDOE and VENDOR agree as follows:

### 1. **Services.**

1.1 VENDOR shall perform for DDOE the services specified in the Appendices to this Agreement, attached hereto and made a part hereof.

1.2 Any conflict or inconsistency between the provisions of the following documents shall be resolved by giving precedence to such documents in the following order: (a) this Agreement (including any amendments or modifications thereto); (b) DDOE's request for proposals, attached hereto as Appendix C; and (c) VENDOR's response to the request for proposals, attached hereto as Appendix D. The aforementioned documents are specifically incorporated into this Agreement and made a part hereof.

1.3 DDOE may, at any time, by written order, make changes in the scope of this Agreement and in the services or work to be performed. No services for which additional compensation may be charged by VENDOR shall be furnished without the written authorization of DDOE. When DDOE desires any addition or deletion to the deliverables or a change in the Services to be provided under this Agreement, it shall notify VENDOR, who shall then submit to DDOE a "Change Order" for approval authorizing said change. The Change Order shall state whether the change shall cause an alteration in the price or the time required by VENDOR for any aspect of its performance under this Agreement. Pricing of changes shall be consistent with those established within this Agreement.

1.4 VENDOR will not be required to make changes to its scope of work that result in VENDOR's costs exceeding the current unencumbered budgeted appropriations for the services. Any claim of either party for an adjustment under Section 1 of this Agreement shall be asserted in the manner specified in the writing that authorizes the adjustment.

### 2. **Payment for Services and Expenses.**

STATE OF DELAWARE  
Department of Education

2.1 The Services contemplated in this Agreement shall be completed no later than , 20.

2.2 DDOE will pay VENDOR for the performance of services described in Appendix A, Statement of Work. The fee will be paid in accordance with the payment schedule attached hereto as part of Appendix B.

2.3 DDOE's obligation to pay VENDOR for the performance of services described in Appendix A, Statement of Work will not exceed the fixed fee amount of \$ \_\_\_\_\_. It is expressly understood that the work defined in the appendices to this Agreement must be completed by VENDOR and it shall be VENDOR's responsibility to ensure that hours and tasks are properly budgeted so that all services are completed for the agreed upon fixed fee. DDOE's total liability for all charges for services that may become due under this Agreement is limited to the total maximum expenditure(s) authorized in DDOE's purchase order(s) to VENDOR.

2.4 VENDOR shall submit monthly invoices to DDOE in sufficient detail to support the services provided during the previous month. DDOE agrees to pay those invoices within thirty (30) days of receipt. In the event DDOE disputes a portion of an invoice, DDOE agrees to pay the undisputed portion of the invoice within thirty (30) days of receipt and to provide VENDOR a detailed statement of DDOE's position on the disputed portion of the invoice within thirty (30) days of receipt.

2.5 Unless provided otherwise in an Appendix, all expenses incurred in the performance of the services are to be paid by VENDOR. If an Appendix specifically provides for expense reimbursement, VENDOR shall be reimbursed only for reasonable expenses incurred by VENDOR in the performance of the services, including, but not necessarily limited to, travel and lodging expenses, communications charges, and computer time and supplies.

2.6 DDOE is a sovereign entity, and shall not be liable for the payment of federal, state and local sales, use and excise taxes, including any interest and penalties from any related deficiency, which may become due and payable as a consequence of this Agreement.

2.7 DDOE shall subtract from any payment made to VENDOR all damages, costs and expenses caused by VENDOR's negligence, resulting from or arising out of errors or omissions in VENDOR's work products, which have not been previously paid to VENDOR.

2.8 Invoices shall be submitted to: John H. Hulse; Delaware Department of Education; John Collette Education Resource Center; 35 Commerce Way, Suite 1; Dover, DE 19904 or john.hulse@doe.k12.de.us

**3. Responsibilities of VENDOR.**

3.1 VENDOR shall be responsible for the professional quality, technical accuracy, timely completion, and coordination of all services furnished by VENDOR, its subcontractors and its and their principals, officers, employees and agents under this Agreement. In performing the specified services, VENDOR shall follow practices consistent with generally accepted professional and technical standards. VENDOR shall be responsible for ensuring that all services, products and deliverables furnished pursuant to this Agreement comply with the standards promulgated by the Department of Technology and Information ("DTI") published at <http://dti.delaware.gov/>, and as modified from time to time by DTI during the term of this Agreement. If any service, product or deliverable furnished

STATE OF DELAWARE  
Department of Education

pursuant to this Agreement does not conform with DTI standards, VENDOR shall, at its expense and option either (1) replace it with a conforming equivalent or (2) modify it to conform with DTI standards. VENDOR shall be and remain liable in accordance with the terms of this Agreement and applicable law for all damages to DDOE caused by VENDOR's failure to ensure compliance with DTI standards.

3.2 Accessibility requirements – Any electronic or information technology developed for or on behalf of DDOE shall have no errors or warnings for WCAG 2.0 Level AA success criteria unless has an exception in writing. Reviewable issues are permitted. VENDOR may be asked to provide documentation to show that delivered work product satisfies all applicable accessibility criteria. DDOE reserves the right to audit the work product at any time for accessibility compliance, and any issues found will be the responsibility of VENDOR to remediate.

3.3 It shall be the duty of VENDOR to assure that all products of its effort are technically sound and in conformance with all pertinent Federal, State and Local statutes, codes, ordinances, resolutions and other regulations. VENDOR will not produce a work product that violates or infringes on any copyright or patent rights. VENDOR shall, without additional compensation, correct or revise any errors or omissions in its work products.

3.4 Permitted or required approval by DDOE of any products or services furnished by VENDOR shall not in any way relieve VENDOR of responsibility for the professional and technical accuracy and adequacy of its work. DDOE's review, approval, acceptance, or payment for any of VENDOR's services herein shall not be construed to operate as a waiver of any rights under this Agreement or of any cause of action arising out of the performance of this Agreement, and VENDOR shall be and remain liable in accordance with the terms of this Agreement and applicable law for all damages to DDOE caused by VENDOR's performance or failure to perform under this Agreement.

3.5 Prior to performing any work under this Agreement, VENDOR and VENDOR's employees and agents shall submit to any criminal history or other background checks that may be requested by DDOE. DDOE may refuse access to any DDOE facility or to any sensitive information possessed or controlled by DDOE for any person whose criminal history or background check results are not acceptable to DDOE, in its sole and absolute discretion. The positions anticipated include:

Project	Team	Title	% of Project Involvement
21 <sup>st</sup> CCLC			

3.6 Designation of persons for each position is subject to review and approval by DDOE. Should the staff need to be diverted off the project for what are now unforeseeable circumstances, VENDOR will notify DDOE immediately and work out a transition plan that is acceptable to both parties, as well as agree to an acceptable replacement plan to fill or complete the work assigned to this project staff position. Replacement staff persons are subject to review and approval by DDOE. If VENDOR fails to make a required replacement within 30 days, DDOE may terminate this Agreement for default. Upon receipt of written notice from DDOE that an employee of VENDOR is unsuitable to DDOE for good cause, VENDOR shall remove such employee from the performance of services and substitute in his/her place a suitable employee.

3.7 VENDOR shall furnish to DDOE's designated representative copies of all correspondence to regulatory agencies for review prior to mailing such correspondence.

STATE OF DELAWARE  
Department of Education

3.8 VENDOR agrees that its officers and employees will cooperate with DDOE in the performance of services under this Agreement and will be available for consultation with DDOE at such reasonable times with advance notice as to not conflict with their other responsibilities.

3.9 VENDOR has or will retain such employees as it may need to perform the services required by this Agreement. Such employees shall not be employed by the State of Delaware or any other political subdivision of the State.

3.10 VENDOR will not use DDOE's name, either express or implied, in any of its advertising or sales materials without DDOE's express written consent.

3.11 The rights and remedies of DDOE provided for in this Agreement are in addition to any other rights and remedies provided by law.

3.12 Fair Background Check Practices - Pursuant to 29 *Del. C.* [§ 6909B](#) and effective November 4, 2014 the State does not consider the criminal record, criminal history, credit history or credit score of an applicant for state employment during the initial application process unless otherwise required by State and/or Federal law. Vendors doing business with the State are encouraged to adopt fair background check practices. Vendors can refer to 19 *Del. C.* [§ 711\(g\)](#) for applicable established provisions.

Pursuant to 31 *Del. C.* §309, any vendor, employee or contractor of a vendor, or independent contractor, that, as a result of this solicitation has regular direct access to children, or provides services directly to a child or children, must complete a background check. This mandatory check will consist of a fingerprinted Delaware and national background check completed by the State Bureau of Identification (SBI) and the Federal Bureau of Investigation (FBI) as well as a Child Protection Registry check completed by the Department of Services for Children, Youth and Their Families (DSCYF). No work can begin until these requirements have been successfully met.

3.13 By signing this contract, any individual, business, organization, corporation, consortium, partnership, joint venture, or any other entity including subcontractors certify they are not currently debarred or suspended by another governmental entity.

If placed on any debarment or suspension list, VENDOR must immediately notify the Delaware Department of Education.

**4. Time Schedule.**

4.1 A project schedule is included in Appendix A.

4.2 Any delay of services or change in sequence of tasks must be approved in writing by DDOE.

4.3 In the event that VENDOR fails to complete the project or any phase thereof within the time specified in the Agreement, or with such additional time as may be granted in writing by DDOE, or fails to prosecute the work, or any separable part thereof, with such diligence as will insure its completion within the time specified in this Agreement or any extensions thereof, DDOE shall suspend the payments scheduled as set forth in Appendix B.

**5. State Responsibilities.**

STATE OF DELAWARE  
Department of Education

5.1 In connection with VENDOR's provision of the Services, DDOE shall perform those tasks and fulfill those responsibilities specified in the appropriate Appendices.

5.2 DDOE agrees that its officers and employees will cooperate with VENDOR in the performance of services under this Agreement and will be available for consultation with VENDOR at such reasonable times with advance notice as to not conflict with their other responsibilities.

5.3 The services performed by VENDOR under this Agreement shall be subject to review for compliance with the terms of this Agreement by DDOE's designated representatives. DDOE representatives may delegate any or all responsibilities under the Agreement to appropriate staff members, and shall so inform VENDOR by written notice before the effective date of each such delegation.

5.4 The review comments of DDOE's designated representatives may be reported in writing as needed to VENDOR. It is understood that DDOE's representatives' review comments do not relieve VENDOR from the responsibility for the professional and technical accuracy of all work delivered under this Agreement.

5.5 DDOE shall, without charge, furnish to or make available for examination or use by VENDOR as it may request, any data which DDOE has available, including as examples only and not as a limitation:

- a. Copies of reports, surveys, records, and other pertinent documents;
- b. Copies of previously prepared reports, job specifications, surveys, records, ordinances, codes, regulations, other document, and information related to the services specified by this Agreement.

VENDOR shall return any original data provided by DDOE.

5.6 DDOE shall assist VENDOR in obtaining data on documents from public officers or agencies and from private citizens and business firms whenever such material is necessary for the completion of the services specified by this Agreement.

5.7 VENDOR will not be responsible for accuracy of information or data supplied by DDOE or other sources to the extent such information or data would be relied upon by a reasonably prudent contractor.

5.8 DDOE agrees not to use VENDOR's name, either express or implied, in any of its advertising or sales materials. VENDOR reserves the right to reuse the nonproprietary data and the analysis of industry-related information in its continuing analysis of the industries covered.

**6. Work Product.**

Applicable provision will be checked.

6.1 All materials, information, documents, and reports, whether finished, unfinished, or draft, developed, prepared, completed, or acquired by VENDOR for DDOE relating to the services to be performed hereunder shall become the property of DDOE and shall be delivered to DDOE's designated representative upon completion or termination of this Agreement, whichever comes first. VENDOR shall not be liable for damages, claims, and losses arising out of any reuse of any work products on any other project conducted by



STATE OF DELAWARE  
Department of Education

DDOE. DDOE shall have the right to reproduce all documentation supplied pursuant to this Agreement.

☒ 6.2 [Reserved]

OR:

☐ 6.2 VENDOR retains all title and interest to the data it furnished and/or generated pursuant to this Agreement. Retention of such title and interest does not conflict with DDOE's rights to the materials, information and documents developed in performing the project. Upon final payment, DDOE shall have a perpetual, nontransferable, non-exclusive paid-up right and license to use, copy, modify and prepare derivative works of all materials in which VENDOR retains title, whether individually by VENDOR or jointly with DDOE. Any and all source code developed in connection with the services provided will be provided to DDOE, and the aforementioned right and license shall apply to source code. The parties will cooperate with each other and execute such other documents as may be reasonably deemed necessary to achieve the objectives of this Section.

☒ 6.3 [Reserved]

OR:

☐ 6.3 In no event shall VENDOR be precluded from developing for itself, or for others, materials that are competitive with the Deliverables, irrespective of their similarity to the Deliverables. In addition, VENDOR shall be free to use its general knowledge, skills and experience, and any ideas, concepts, know-how, and techniques within the scope of its consulting practice that are used in the course of providing the services.

☒ 6.4 [Reserved]

OR:

☐ 6.4 Notwithstanding anything to the contrary contained herein or in any attachment hereto, any and all intellectual property or other proprietary data owned by VENDOR prior to the effective date of this Agreement ("Preexisting Information") shall remain the exclusive property of VENDOR even if such Preexisting Information is embedded or otherwise incorporated into materials or products first produced as a result of this Agreement or used to develop such materials or products. DDOE's rights under this section shall not apply to any Preexisting Information or any component thereof regardless of form or media.

**7. Confidential Information.**

To the extent permissible under 29 *Del. C.* § 10001-10007, and as required by 11 *Del. C.* § 4322 and other state and federal laws pertaining to confidentiality the parties to this Agreement shall preserve in strict confidence any information, reports or documents obtained, assembled or prepared in connection with the performance of this Agreement.

**8. Warranty.**

8.1 VENDOR warrants that its services will be performed in a good and workmanlike manner. VENDOR agrees to re-perform any work not in compliance with this warranty brought to its attention within a reasonable time after that work is performed.



STATE OF DELAWARE  
Department of Education

8.2 Third-party products within the scope of this Agreement are warranted solely under the terms and conditions of the licenses or other agreements by which such products are governed. With respect to all third-party products and services purchased by VENDOR for DDOE in connection with the provision of the Services, VENDOR shall pass through or assign to DDOE the rights VENDOR obtains from the manufacturers and/or vendors of such products and services (including warranty and indemnification rights), all to the extent that such rights are assignable.

**9. Indemnification; Limitation of Liability.**

9.1 VENDOR shall indemnify and hold harmless the State, its agents and employees, from any and all liability, suits, actions or claims, together with all reasonable costs and expenses (including attorneys' fees) directly arising out of (A) the negligence or other wrongful conduct of VENDOR, its agents or employees, or (B) VENDOR's breach of any material provision of this Agreement not cured after due notice and opportunity to cure, provided as to (A) or (B) that (i) VENDOR shall have been notified in writing by DDOE of any notice of such claim; and (ii) VENDOR shall have the sole control of the defense of any action on such claim and all negotiations for its settlement or compromise.

9.2 If DDOE notifies VENDOR in writing of a third party claim against DDOE that any Deliverable infringes a copyright or a trade secret of any third party, VENDOR will defend such claim at its expense and will pay any costs or damages that may be finally awarded against DDOE. VENDOR will not indemnify DDOE, however, if the claim of infringement is caused by (1) DDOE's misuse or modification of the Deliverable; (2) DDOE's failure to use corrections or enhancements made available by VENDOR; (3) DDOE's use of the Deliverable in combination with any product or information not owned or developed by VENDOR; (4) DDOE's distribution, marketing or use for the benefit of third parties of the Deliverable or (5) information, direction, specification or materials provided by Client or any third party. If any Deliverable is, or in VENDOR's opinion is likely to be, held to be infringing, VENDOR shall at its expense and option either (a) procure the right for DDOE to continue using it, (b) replace it with a noninfringing equivalent, (c) modify it to make it noninfringing. The foregoing remedies constitute DDOE's sole and exclusive remedies and VENDOR's entire liability with respect to infringement.

**10. Employees.**

10.1 VENDOR has and shall retain the right to exercise full control over the employment, direction, compensation and discharge of all persons employed by VENDOR in the performance of the services hereunder; provided, however, that it will, subject to scheduling and staffing considerations, attempt to honor DDOE's request for specific individuals.

10.2 Except as the other party expressly authorizes in writing in advance, neither party shall solicit, offer work to, employ, or contract with, whether as a partner, employee or independent contractor, directly or indirectly, any of the other party's Personnel during their participation in the services or during the twelve (12) months thereafter. For purposes of this Section 10.2, "Personnel" includes any individual or company a party employs as a partner, employee or independent contractor and with which a party comes into direct contact in the course of the services.

10.3 Possession of a Security Clearance, as issued by the Delaware Department of Safety and Homeland Security, may be required of any employee of VENDOR who will be assigned to this project.

STATE OF DELAWARE  
Department of Education

**11. Independent Contractor.**

11.1 It is understood that in the performance of the services herein provided for, VENDOR shall be, and is, an independent contractor, and is not an agent or employee of DDOE and shall furnish such services in its own manner and method except as required by this Agreement. VENDOR shall be solely responsible for, and shall indemnify, defend and save DDOE harmless from all matters relating to the payment of its employees, including compliance with social security, withholding and all other wages, salaries, benefits, taxes, exactions, and regulations of any nature whatsoever.

11.2 VENDOR acknowledges that VENDOR and any subcontractors, agents or employees employed by VENDOR shall not, under any circumstances, be considered employees of DDOE, and that they shall not be entitled to any of the benefits or rights afforded employees of DDOE, including, but not limited to, sick leave, vacation leave, holiday pay, Public Employees Retirement System benefits, or health, life, dental, long-term disability or workers' compensation insurance benefits. DDOE will not provide or pay for any liability or medical insurance, retirement contributions or any other benefits for or on behalf of DDOE or any of its officers, employees or other agents.

11.3 VENDOR shall be responsible for providing liability insurance for its personnel.

11.4 As an independent contractor, VENDOR has no authority to bind or commit DDOE. Nothing herein shall be deemed or construed to create a joint venture, partnership, fiduciary or agency relationship between the parties for any purpose.

**12. Dispute Resolution.**

12.1 At the option of the parties, they shall attempt in good faith to resolve any dispute arising out of or relating to this Agreement by negotiation between executives who have authority to settle the controversy and who are at a higher level of management than the persons with direct responsibility for administration of this Agreement. All offers, promises, conduct and statements, whether oral or written, made in the course of the negotiation by any of the parties, their agents, employees, experts and attorneys are confidential, privileged and inadmissible for any purpose, including impeachment, in arbitration or other proceeding involving the parties, provided evidence that is otherwise admissible or discoverable shall not be rendered inadmissible.

12.2 If the matter is not resolved by negotiation, as outlined above, or, alternatively, the parties elect to proceed directly to mediation, then the matter will proceed to mediation as set forth below. Any disputes, claims or controversies arising out of or relating to this Agreement shall be submitted to a mediator selected by the parties. If the matter is not resolved through mediation, it may be submitted for arbitration or litigation. The Agency reserves the right to proceed directly to arbitration or litigation without negotiation or mediation. Any such proceedings held pursuant to this provision shall be governed by State of Delaware law, and jurisdiction and venue shall be in the State of Delaware. Each party shall bear its own costs of mediation, arbitration or litigation, including attorneys' fees.

**13. Remedies.**

13.1 Except as otherwise provided in this Agreement, including but not limited to Section 12 above, all claims, counterclaims, disputes, and other matters in question between the State of Delaware and the Contractor arising out of, or relating to, this Agreement, or a

STATE OF DELAWARE  
Department of Education

breach of it may be decided by arbitration if the parties mutually agree, or in a court of competent jurisdiction within the State of Delaware.

**14. Suspension.**

14.1 DDOE may suspend performance by VENDOR under this Agreement for such period of time as DDOE, at its sole discretion, may prescribe by providing written notice to VENDOR at least thirty (30) working days prior to the date on which DDOE wishes to suspend. Upon such suspension, DDOE shall pay VENDOR its compensation, based on the percentage of the project completed and earned until the effective date of suspension, less all previous payments. VENDOR shall not perform further work under this Agreement after the effective date of suspension until receipt of written notice from DDOE to resume performance.

14.2 In the event DDOE suspends performance by VENDOR for any cause other than the error or omission of VENDOR, for an aggregate period in excess of thirty (30) days, VENDOR shall be entitled to an equitable adjustment of the compensation payable to VENDOR under this Agreement to reimburse VENDOR for additional costs occasioned as a result of such suspension of performance by DDOE based on appropriated funds and approval by DDOE.

**15. Termination.**

15.1 This Agreement may be terminated in whole or in part by either party in the event of substantial failure of the other party to fulfill its obligations under this Agreement through no fault of the terminating party; but only after the other party is given:

- a. Not less than thirty (30) calendar days written notice of intent to terminate; and
- b. An opportunity for consultation with the terminating party prior to termination.

15.2 This Agreement may be terminated in whole or in part by DDOE for its convenience, but only after VENDOR is given:

- a. Not less than thirty (30) calendar days written notice of intent to terminate; and
- b. An opportunity for consultation with DDOE prior to termination.

15.3 If termination for default is effected by DDOE, DDOE will pay VENDOR that portion of the compensation which has been earned as of the effective date of termination but:

- a. No amount shall be allowed for anticipated profit on performed or unperformed services or other work, and
- b. Any payment due to VENDOR at the time of termination may be adjusted to the extent of any additional costs occasioned to DDOE by reason of VENDOR's default.
- c. Upon termination for default, DDOE may take over the work and prosecute the same to completion by agreement with another party or otherwise. In the event VENDOR shall cease conducting business, DDOE shall have the right to make an unsolicited offer of employment to any employees of VENDOR assigned to the performance of the Agreement, notwithstanding the provisions of Section 10.2.

STATE OF DELAWARE  
Department of Education

15.4 If after termination for failure of **VENDOR** to fulfill contractual obligations it is determined that **VENDOR** has not so failed, the termination shall be deemed to have been effected for the convenience of **DDOE**.

15.5 The rights and remedies of **DDOE** and **VENDOR** provided in this section are in addition to any other rights and remedies provided by law or under this Agreement.

15.6 Gratuities.

- a. **DDOE** may, by written notice to **VENDOR**, terminate this Agreement if it is found after notice and hearing by **DDOE** that gratuities (in the form of entertainment, gifts, or otherwise) were offered or given by **VENDOR** or any agent or representative of **VENDOR** to any officer or employee of **DDOE** with a view toward securing a contract or securing favorable treatment with respect to the awarding or amending or making of any determinations with respect to the performance of this Agreement.
- b. In the event this Agreement is terminated as provided in 15.6.a. hereof, **DDOE** shall be entitled to pursue the same remedies against **VENDOR** it could pursue in the event of a breach of this Agreement by **VENDOR**.
- c. The rights and remedies of **DDOE** provided in Section 15.6 shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Agreement.

**16. Severability.**

If any term or provision of this Agreement is found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, the same shall not affect the other terms or provisions hereof or the whole of this Agreement, but such term or provision shall be deemed modified to the extent necessary in the court's opinion to render such term or provision enforceable, and the rights and obligations of the parties shall be construed and enforced accordingly, preserving to the fullest permissible extent the intent and agreements of the parties herein set forth.

**17. Assignment; Subcontracts.**

17.1 Any attempt by **VENDOR** to assign or otherwise transfer any interest in this Agreement without the prior written consent of **DDOE** shall be void. Such consent shall not be unreasonably withheld.

17.2 Services specified by this Agreement shall not be subcontracted by **VENDOR**, without prior written approval of **DDOE**.

17.3 Approval by **DDOE** of **VENDOR**'s request to subcontract or acceptance of or payment for subcontracted work by **DDOE** shall not in any way relieve **VENDOR** of responsibility for the professional and technical accuracy and adequacy of the work. All subcontractors shall adhere to all applicable provisions of this Agreement.

17.4 **VENDOR** shall be and remain liable for all damages to **DDOE** caused by negligent performance or non-performance of work under this Agreement by **VENDOR**, its subcontractor or its sub-subcontractor.

STATE OF DELAWARE  
Department of Education

17.5 The compensation due shall not be affected by DDOE's approval of VENDOR's request to subcontract.

**18. Force Majeure.**

Neither party shall be liable for any delays or failures in performance due to circumstances beyond its reasonable control.

**19. Non-Appropriation of Funds.**

19.1 Validity and enforcement of this Agreement is subject to appropriations by the General Assembly of the specific funds necessary for contract performance. Should such funds not be so appropriated DDOE may immediately terminate this Agreement, and absent such action this Agreement shall be terminated as to any obligation of the State requiring the expenditure of money for which no specific appropriation is available, at the end of the last fiscal year for which no appropriation is available or upon the exhaustion of funds.

19.2 Notwithstanding any other provisions of this Agreement, this Agreement shall terminate and DDOE's obligations under it shall be extinguished at the end of the fiscal year in which the State of Delaware fails to appropriate monies for the ensuing fiscal year sufficient for the payment of all amounts which will then become due.

**20. State of Delaware Business License.**

VENDOR and all subcontractors represent that they are properly licensed and authorized to transact business in the State of Delaware as provided in 30 *Del. C.* § 2502.

**21. Complete Agreement.**

21.1 This agreement and its Appendices shall constitute the entire agreement between DDOE and VENDOR with respect to the subject matter of this Agreement and shall not be modified or changed without the express written consent of the parties. The provisions of this agreement supersede all prior oral and written quotations, communications, agreements and understandings of the parties with respect to the subject matter of this Agreement.

21.2 If the scope of any provision of this Agreement is too broad in any respect whatsoever to permit enforcement to its full extent, then such provision shall be enforced to the maximum extent permitted by law, and the parties hereto consent and agree that such scope may be judicially modified accordingly and that the whole of such provisions of the Agreement shall not thereby fail, but the scope of such provision shall be curtailed only to the extent necessary to conform to the law.

21.3 VENDOR may not order any product requiring a purchase order prior to DDOE's issuance of such order. Each Appendix, except as its terms otherwise expressly provide, shall be a complete statement of its subject matter and shall supplement and modify the terms and conditions of this Agreement for the purposes of that engagement only. No other agreements, representations, warranties or other matters, whether oral or written, shall be deemed to bind the parties hereto with respect to the subject matter hereof.

**22. Global Interoperability Standards**

STATE OF DELAWARE  
Department of Education

DDOE advocates adoption by all suppliers of applicable open interoperability standards provided by the IMS Global Learning Consortium (IMS), the Ed-Fi Alliance (Ed-Fi) and the Common Education Data Standards (CEDS) project in order to enable safe, flexible and rapid integrations. The aforementioned standards are evolving under the governance of member organizations, which includes a majority of leading educational technology suppliers. The paragraph below describes VENDOR agreement to implement, certify, and stay current with the latest releases of these standards, so that DDOE is not required to communicate on a standard-by-standard basis the availability and requirement to adopt these standards.

VENDOR agrees that all products DDOE purchases will become certified as compliant with any final version of the aforementioned interoperability standards that are applicable to the products procured within six (6) months of the public release of each standard (or a specific later date if mutually agreed to by the parties), provided that: (a) the proposed modifications to the Product would not create a security, privacy or accessibility compromise; (b) the standard can be implemented with approximately the same amount of development resource as integration approaches of similar scope and thus does not create an undue financial burden on VENDOR; and (c) several other institutions (by direct referral) comparable to DDOE agree that the modifications necessary to the purchased product are desirable. At a minimum, VENDOR shall be required to complete an annual technology roadmap session with DDOE.

**23. Single Sign-On Requirements**

All software system applications that use authentication must integrate with the DDOE's Single Sign-On Solution and provide management of user authorization roles within their application. Integration, implementation, and maintenance must be at the expense of VENDOR and at no additional cost to the DDOE.

**24. Data Privacy, Ownership and Protection Information**

24.1 VENDOR shall adhere to the mandates of federal, state, and local ordinances and statutes, and DDOE policy and regulations, including, but not limited to the Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act of 1998 (COPPA), and 15 U.S.C. 6501–6505, with regard to the protection of state data made available by DDOE.

24.2 VENDOR shall carefully select the personnel entrusted with the state data, inform them about all of the legal aspects of state data protection, and oblige them to preserve data secrecy. The obligation shall be made on record and evidence of this shall be provided to DDOE upon its request.

24.3 VENDOR shall be obliged to maintain a comprehensive information security program that is reasonably designed to protect security, privacy, confidentiality, and integrity of state data with appropriate administrative, technological, and physical safeguards. VENDOR shall store on encrypted volumes all confidential and sensitive state data that is placed on mobile computing devices including laptops. All data transmitted over the Internet must be encrypted.

24.4 Upon DDOE's request or at the latest, upon expiration of the Agreement, all existing state data acquired during the term of the Agreement or created as part of the Agreement shall be returned to DDOE or shall be irretrievably deleted by the VENDOR. The deletion shall take place, at the latest, upon the expiry of mandatory state data protection law periods. Upon request by DDOE, the deletion is to be confirmed in writing.

STATE OF DELAWARE  
Department of Education

24.5 In the event a breach, of the obligations herein detailed or if indications of such a breach exist, **VENDOR** shall undertake to inform DDOE of the breach without undue delay.

24.6 DDOE or its designee may monitor **VENDOR**'s compliance with the Agreement as it relates to state data protection. Such monitoring shall only be available upon the receiver of the state data executing a non-disclosure agreement. Additionally, DDOE agrees it will only request additional monitoring if the third party assessment (ISO/ICE 27001 certification) fails to provide satisfaction of compliance with the Agreement.

24.7 **VENDOR** must provide clear notice to DDOE before making any material changes to **VENDOR**'s privacy policy.

24.8 DDOE shall be entitled to timely access state data and correct state data held by **VENDOR** that is factually incorrect in response to a parent/guardian request.

24.9 **VENDOR** can only utilize the state data for the purposes specifically authorized by DDOE and cannot set up a personal profile of a student unless to support purposes authorized by DDOE.

24.10 **VENDOR** cannot sell state data or use/share state data for targeted advertising to students.

24.11 **VENDOR** cannot re-disclose state data to sub-contractors, partners, or other third parties unless expressly authorized by DDOE and subcontractors, partners, or other third parties agree to DDOE's Terms of Use.

24.12 DDOE's confidential information, as provided in Paragraph 7 of this Agreement, and all other confidential information and state data relating to DDOE's business are DDOE's exclusive property, and **VENDOR** therefore agrees that:

- a. All notes, state data, reference materials, sketches, drawings, memoranda, disks, documentation and records in any way incorporating or reflecting any of the Confidential Information and all proprietary rights in the Confidential Information, including copyrights, trade secrets and patents shall belong exclusively to DDOE;
- b. At all times while this Agreement is in effect, **VENDOR** will keep secret and will not disclose to any third party, take or misuse any of DDOE's Confidential Information, or any other confidential information **VENDOR** acquires or has access to because of its provision of services;
- c. At all times while this Agreement is in effect, **VENDOR** will not use or seek to use any of DDOE's Confidential Information for **VENDOR**'s own benefit or for the benefit of any other person or business or in any way adverse to DDOE's interests;
- d. On DDOE's request or on termination of this Agreement, **VENDOR** will return to DDOE all its property, specifically including all documents, disks or other computer media or other materials in **VENDOR**'s possession or control that contain any of DDOE's Confidential Information;
- e. After termination of this Agreement, **VENDOR** will preserve the secrecy of

STATE OF DELAWARE  
Department of Education  
and will not disclose directly or indirectly to any other person or business  
any of DDOE's Confidential Information; and

- f. VENDOR will advise DDOE of any unauthorized disclosure or use of DDOE's Confidential Information by any person or entity.

24.13 The State's data ("state data," which will be treated by VENDOR as Confidential Information) includes: (a) the State's data collected, used, processed, stored, or generated as the result of the Agreement Activities; (b) personally identifiable information ("PII") collected, used, processed, stored, or generated as the result of the Agreement Activities, including, without limitation, any information that identifies an individual, such as an individual's social security number or other government-issued identification number, date of birth, address, telephone number, biometric data, mother's maiden name, email address, credit card information, or an individual's name in combination with any other of the elements here listed; and, (c) personal health information ("PHI") collected, used, processed, stored, or generated as the result of the Agreement Activities, which is defined under the Health Insurance Portability and Accountability Act (HIPAA) and its related rules and regulations. State data is and will remain the sole and exclusive property of the State and all right, title, and interest in the same is reserved by the State. This Section survives the termination of this Agreement.

24.14 VENDOR is provided a limited license to state data for the sole and exclusive purpose of providing the Agreement Activities, including a license to collect, process, store, generate, and display state data only to the extent necessary in the provision of the Agreement Activities. VENDOR must: (a) keep and maintain state data in strict confidence, using such degree of care as is appropriate and consistent with its obligations as further described in this Agreement and applicable law to avoid unauthorized access, use, disclosure, or loss; (b) use and disclose state data solely and exclusively for the purpose of providing the Agreement Activities, such use and disclosure being in accordance with this Agreement, any applicable Statement of Work, and applicable law; and (c) not use, sell, rent, transfer, distribute, or otherwise disclose or make available state data for VENDOR's own purposes or for the benefit of anyone other than the State without the State's prior written consent. This Section survives the termination of this Agreement.

24.15 As per the Delaware Department of Technology and Information, VENDOR shall agree to the following provisions:

- a. The State of Delaware shall own all right, title and interest in its state data that is related to the services provided by this Agreement. VENDOR shall not access State of Delaware User accounts, or State of Delaware Data, except (i) in the course of state data center operations, (ii) response to service or technical issues, (iii) as required by the express terms of this Agreement, or (iv) at State of Delaware's written request.
- b. Protection of personal privacy and sensitive state data shall be an integral part of the business activities of VENDOR to ensure that there is no inappropriate or unauthorized use of State of Delaware information at any time. To this end, VENDOR shall safeguard the confidentiality, integrity, and availability of State information and comply with the following conditions:
  - i. All information obtained by VENDOR under this Agreement shall become and remain property of the State of Delaware.



STATE OF DELAWARE

Department of Education

- ii. At no time shall any state data or processes which either belongs to or are intended for the use of State of Delaware or its officers, agents, or employees, be copied, disclosed, or retained by VENDOR or any party related to VENDOR for subsequent use in any transaction that does not include the State of Delaware.

24.16 Upon completion of this agreement, if requested, all state data will be returned in an agreed upon format that is predetermined at Agreement signing.

24.17 If the procured product is part of an acquisition or sold off, at the request of DDOE, the Agreement will be considered null and void.

**25. Miscellaneous Provisions.**

25.1 In performance of this Agreement, VENDOR shall comply with all DDOE policies, applicable federal, state and local laws, ordinances, codes and regulations. VENDOR shall solely bear the costs of permits and other relevant costs required in the performance of this Agreement.

25.2 Neither this Agreement nor any appendix may be modified or amended except by the mutual written agreement of the parties. No waiver of any provision of this Agreement shall be effective unless it is in writing and signed by the party against which it is sought to be enforced.

25.3 The delay or failure by either party to exercise or enforce any of its rights under this Agreement shall not constitute or be deemed a waiver of that party's right thereafter to enforce those rights, nor shall any single or partial exercise of any such right preclude any other or further exercise thereof or the exercise of any other right.

25.4 VENDOR covenants that it presently has no interest and that it will not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this Agreement. VENDOR further covenants, to its knowledge and ability, that in the performance of said services no person having any such interest shall be employed.

25.5 VENDOR acknowledges that DDOE has an obligation to ensure that public funds are not used to subsidize private discrimination. VENDOR recognizes that if they refuse to hire or do business with an individual or company due to reasons of race, color, gender, ethnicity, disability, national origin, age, or any other protected status, DDOE may declare VENDOR in breach of the Agreement and terminate the Agreement.

25.6 VENDOR warrants that no person or selling agency has been employed or retained to solicit or secure this Agreement upon an agreement or understanding for a commission, or a percentage, brokerage or contingent fee. For breach or violation of this warranty, DDOE shall have the right to annul this Agreement without liability or at its discretion deduct from the Agreement price or otherwise recover the full amount of such commission, percentage, brokerage or contingent fee.

25.7 This Agreement was drafted with the joint participation of both parties and shall be construed neither against nor in favor of either, but rather in accordance with the fair meaning thereof.

25.8 VENDOR shall maintain all public records, as defined by 29 Del. C. § 502(1),

STATE OF DELAWARE  
Department of Education

relating to this Agreement and its deliverables for the time and in the manner specified by the Delaware Division of Archives, pursuant to the Delaware Public Records Law, 29 *Del. C.* Ch. 5. During the term of this Agreement, authorized representatives of DDOE may inspect or audit VENDOR's performance and records pertaining to this Agreement.

25.9 The State reserves the right to advertise a supplemental solicitation during the term of the Agreement if deemed in the best interest of the State.

**26. Insurance.**

As a part of the contract requirements, the contractor must obtain at its own cost and expense and keep in force and effect during the term of this contract, including all extensions, the minimum coverage limits specified below with a carrier satisfactory to the State. All contractors must carry the following coverage depending on the type of service or product being delivered.

- a. Worker's Compensation and Employer's Liability Insurance in accordance with applicable law, **and**
- b. Commercial General Liability - \$1,000,000 per person/\$3,000,000 per occurrence, **and**
- c. Automotive Liability Insurance covering all automotive units used in the work (including all units leased from and/or provided by the State to VENDOR pursuant to this Agreement as well as all units used by VENDOR, regardless of the identity of the registered owner, used by VENDOR for completing the Work required by this Agreement to include but not limited to transporting Delaware clients or staff), providing coverage on a primary non-contributory basis with limits of not less than:
  - 1. \$1,000,000 combined single limit each accident, for bodily injury;
  - 2. \$250,000 for property damage to others;
  - 3. \$25,000 per person per accident Uninsured/Underinsured Motorists coverage;
  - 4. \$25,000 per person, \$300,000 per accident Personal Injury Protection (PIP) benefits as provided for in 21 *Del. C.* § 2118; and
  - 5. Comprehensive coverage for all leased vehicles, which shall cover the replacement cost of the vehicle in the event of collision, damage or other loss.

The successful vendor must carry at least one of the following depending on the scope of work being performed.

- a. Medical/Professional Liability - \$1,000,000 per person/\$3,000,000 per occurrence, or
- b. Miscellaneous Errors and Omissions - \$1,000,000 per person/\$3,000,000 per occurrence, or
- c. Product Liability - \$1,000,000 per occurrence/ \$3,000,000 general aggregate.

Should any of the above described policies be cancelled before expiration date thereof, notice will be delivered in accordance with the policy provisions.

Before any work is done pursuant to this Agreement, the Certificate of Insurance and/or copies of the insurance policies, referencing the Agreement number stated herein, shall

STATE OF DELAWARE  
Department of Education

be filed with the State. The certificate holder is as follows:

Delaware Department of Education  
401 Federal Street, Suite 2  
Dover, DE 19901

Nothing contained herein shall restrict or limit the vendor's right to procure insurance coverage in amounts higher than those required by this Agreement. To the extent that the vendor procures insurance coverage in amounts higher than the amounts required by this Agreement, all said additionally procured coverages will be applicable to any loss or claim and shall replace the insurance obligations contained herein.

To the extent that VENDOR has complied with the terms of this Agreement and has procured insurance coverage for all vehicles leased and/or operated by VENDOR as part of this Agreement, the State of Delaware's self-insured insurance program shall not provide any coverage whether coverage is sought as primary, co-primary, excess or umbrella insurer or coverage for any loss of any nature.

In no event shall the State of Delaware be named as an additional insured on any policy required under this agreement.

**27. Assignment of Antitrust Claims.**

As consideration for the award and execution of this Agreement by the State, VENDOR hereby grants, conveys, sells, assigns, and transfers to DDOE all of its right, title and interest in and to all known or unknown causes of action it presently has or may now or hereafter acquire under the antitrust laws of the United States and the State of Delaware, relating to the particular goods or services purchased or acquired by the State pursuant to this Agreement. Upon either DDOE's or the VENDOR notice of the filing of or reasonable likelihood of filing of an action under the antitrust laws of the United States or the State of Delaware, DDOE and VENDOR shall meet and confer about coordination of representation in such action.

**28. Surviving Clauses.**

All indemnification obligations imposed and all licenses and assignments of rights granted under this Agreement shall survive termination

**29. Governing Law.**

This Agreement shall be governed by or construed under the laws of the State of Delaware, without regard to principles of conflict of laws, except where Federal law has precedence. The laws of the State of Delaware shall govern, in whole or in part, any or all of their rights, remedies, liabilities, powers and duties of the parties, either as provided by law or in the manner specified in this Agreement. VENDOR consents to service of process within the State of Delaware.

**30. Notices.**

Any and all notices required by the provisions of this Agreement shall be in writing and shall be mailed, certified or registered mail, return receipt requested. All notices shall be sent to the following addresses:

CONTRACTOR:                      VENDOR

STATE OF DELAWARE  
Department of Education

DDOE:

Kim D. Klein  
Associate Secretary, Operations Support  
Delaware Department of Education  
John G. Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19901  
Phone No. (302) 735-4040  
Fax No. (302) 739-7768

DOE Certificated Staff coordinating activity:


John H. Hulse

IN WITNESS THEREOF, the Parties hereto have caused this Agreement to be duly executed as of the date and year first above written.

VENDOR

  
(Official of VENDOR)  
Project Manager

4/13/20  
Date

  
(Official of VENDOR)  
Principal Investigator

4/13/20  
Date

Delaware Department of Education

\_\_\_\_\_  
Associate Secretary, Date  
Operations Support (or Designee)

\_\_\_\_\_  
Finance Director Initials

\_\_\_\_\_  
Team Associate Secretary Date

\_\_\_\_\_  
Date Work Group Director  
Initials