



# 21st Century Community Learning Centers Request for Proposals (RFP) Virtual Technical Assistance Webinar Part II

## *Application Guidance and Rubric Overview*

**Technical Assistance Webinar ~ March 19, 2021 9am-11am**

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# SERVE Center

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# Housekeeping

- WebEx Etiquette
- How to Ask Questions
- Presentation Slides will be Posted



# Agenda

- Application Process Overview (Review from Part I Webinar)
- Application Planning Worksheet
- CCIP Funding Application Components
- Funding Application- Budget Section Page
- Funding Application- Grant Details Section
- Application Review & Scoring Process
- Scoring Rubric
- Funding Application- Related Documents



# Application Process Overview

(See Part I TA Webinar slides/recording)

- Complete and Submit the Intent to Apply
- Apply for an NCID User Account
- Register/Attend a CCIP Training Session
- Obtain D-U-N-S Number
- Register for System for Award Management (SAM)
- Calculate Funding Eligibility
- Develop Proposal using Application Planning Worksheet
- Submit within CCIP





# **Guidance and Directions for Application Planning Worksheet**

# Application Planning Worksheet

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

 Public Schools of North Carolina  
State Board of Education | Department of Public Instruction

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC)  
Competitive Grant

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*Application Planning Worksheet*  
*Cohort 15 2021-2022*

**2.2 Grant Details Section**

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

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

[Wallace Foundation Out of School Time Cost Calculator](#)  
[NC Department of Commerce County Tier Designations](#)

\$

Proposed Number of Afterschool Programming Slots (not inclusive of summer slots):

Proposed Number of Summer Programming Slots (not inclusive of afterschool slots):

**NOTE:** Must attach a copy of the Wallace Foundation Out-of School Time Cost Calculator results (for afterschool and summer, if applicable) in the Required Documents section of the Funding Application in the CCIP grants management system.

2. **Absolute Priority:** Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate. List below, only the names of participating feeder schools for the proposed 21<sup>st</sup> CCLC program. A "feeder school" is the school that participating students attend during the school day. The poverty percentages for all public schools is listed at: [CCIP Document Library](#)

**NOTE:** In the Required Documents section, in the 21<sup>st</sup> CCLC Prepared Feeder School(s) with School Poverty & Performance Issues template applicants must 1) list the public schools and 2) indicate the average percentage of low-income children attending the public (feeder) schools that will participate in the 21<sup>st</sup> CCLC program.

3. **Competitive Priorities:** Applicants must indicate which (if any) of the competitive priorities will be met through the proposed 21<sup>st</sup> CCLC program:

1.  Jointly submitted by at least one local education agency (LEA) and one other eligible entity  
OR  
 LEA unable to partner with a public or private community organization (if checked, please complete narrative box below)

21<sup>st</sup> Century Community Learning Centers 2021-22 Cohort 15 Application Planning Worksheet



# CCIP Funding Application Components

- Budget
- Grant Details
- Related Documents

To located the Cohort 15 Funding Application, ensure you have changed to Fiscal Year (FY) 2022

2022 ▾ All Active Applications ▾

Entitlement Funding Application	Revision	Status
21st Century Community Learning Centers - New	0	Not Started
21st Century Community Learning Centers - New	0	Draft Started

  

Competitive Funding Application	Revision	Status
21st Century Community Learning Centers - New	0	Draft Started
21st Century Community Learning Centers - New	0	Not Started
21st Century Community Learning Centers - New	0	Not Started
21st Century Community Learning Centers - New	0	Not Started

## Sections

Non-LEA - FY 2022 - 21st Century Community Learning Centers - New - Rev 0

Application Status: Not Started

Change Status To: **Draft Started**

[View NCDPI History Log](#)

[View Change Log](#)

Description ( [View Sections Only](#) [View All Pages](#) )

All

[+ History Log](#)

[+ Allotments](#)

[- 21st Century Community Learning Centers - New](#)

[Budget](#)

[Grant Details](#)

[Related Documents](#)

[+ Contacts](#)

# I. Funding Application- Budget

- The Budget Section within the Funding Application of CCIP includes a Budget Grid that captures a high-level view of the total requested award amount broken down into account code structure utilized by NCDPI. Data entry into the Budget Grid will be manual, i.e., no feeds from BAAS for the PSUs.

## Budget

Non-LEA - FY 2022 - 21st Century Community Learning Centers - New - Rev 0 - 21st Century Community Learning Centers - New

Go To ▶

[\[Download Budget Data\]](#)

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Total
<b>Purpose Code</b>					
5000 - Instructional Services	0.00	0.00	0.00	0.00	0.00
6000 - System-Wide Support Services	0.00	0.00	0.00	0.00	0.00
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	0.00	0.00	0.00	0.00	0.00
<b>Adjusted Allocation</b>					0.00
<b>Remaining</b>					0.00



# II. Funding Application - Budget

- Purpose Code 5000
  - Instructional services include the costs of activities dealing directly with the interaction between teachers and students
- Purpose Code 6000
  - Support services include the costs of activities providing support for the 21<sup>st</sup> CCLC program regardless of where these services are housed. These services provide administrative, technical, personal, and logistical support to facilitate, sustain, and enhance instruction
- Purpose Code 7000
  - Support activities not directly related to the provision of education for pupils; for the purpose of the 21<sup>st</sup> CCLC grant, the only allowable ancillary services that can be charged to the 21<sup>st</sup> CCLC grant would be nutrition services related to programming outside of the regular school day hours
- Purposed Code 8000
  - Non-programmed charges for the 21<sup>st</sup> CCLC grant including amounts expended for indirect costs charged to the grant
  - Indirect Cost Rates (ICR); LEAs user their set rates, Non-LEAs use the average rate of 3.098%
- [Chart of Accounts](#); [Purpose Codes](#) and [Object Codes](#) Descriptions



# General Budget Preparation

- All costs must be reasonable and necessary in relation to number of students and adults to be served
- All items must clearly relate to activities described in program design section of application and align with the Uniform Chart of Accounts (COA) for PRC 110
- Inventories of equipment purchased with grant funds must be obtained and submitted for review annually
- All personnel (including contracted personnel) must be paid hourly; each program must submit a pay rate schedule to NCDPI
- Total salaries and employer taxes for all employees should not exceed 70% of the total yearly budget
- For more information related to salaries and personnel costs, refer to the [NCDPI 21<sup>st</sup> CCLC Grant Guidance](#)



# Subcontractors

- Applicants should exercise caution in selecting subcontractors to implement program components
- Grantees may not enter into contracts with any party that is debarred or suspended: for a list of NC Debarred Vendors, go to: <https://ncadmin.nc.gov/documents/nc-debarred-vendors>
- If awarded, all grantees must upload contracts for review and approval before funds will be released for reimbursement requests; any funds paid to subcontractors without an approved contract in place are subject to repayment



# Conflicts of Interest

- All potential conflicts of interests should be avoided. According to the general procurement standards, the non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, **has a financial or other interest in or a tangible personal benefit from a firm considered for a contract**. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. (EDGAR 2 CFR §200.318)
- Within the 21<sup>st</sup> CCLC program, conflicts of interest could include:
  - Employing immediate family members as contract labor for services.
  - Having a program employee serve as a vendor.
  - Purchasing supplies from a company in which a program employee has a financial interest.

*NOTE: North Carolina General Statute (G.S. 115C-12.2) defines "immediate family member" as a spouse, parent, child, brother, sister, grandparent, or grandchild. The term also includes the step, half, and in-law relationships.*



# Additional Budget Notes

## NOTES:

- The proposed budget submitted with the 21<sup>st</sup> CCLC application is NOT the approved budget for release of funds. If the application is approved, sub-grantees must submit a final budget for the full amount of the award by line item detail for review and approval prior to the release of funds.
- Since 21<sup>st</sup> CCLC grants are made available on a reimbursement basis, it is strongly encouraged that applicants have secured sufficient funding or a line of credit to operate the 21<sup>st</sup> CCLC program for approximately a three-month period.
- This section is solely for costs that will be paid from the 21<sup>st</sup> CCLC grant and does not include any matching contribution. Matching contributions are not required.



# Use of Funds

*For further guidance on allowable and non-allowable costs, refer to the [NCDPI 21<sup>st</sup> CCLC Grant Guidance](#).*

**Funds MAY be used (i.e., reimbursed) for program implementation as well as for operational expenses, including, but not limited to the following:**

- Personnel and personnel benefits
- Staff development and training
- Consultants, subcontracts and evaluators
- Transportation costs for students
- Educationally related field trips
- Renting space, if necessary
- Teacher substitutes
- Travel reimbursements
- 21<sup>st</sup> CCLC program equipment and supplies, including computers and software
- Memberships in warehouse clubs or business, technical and/or professional organizations if the membership is in the name of the 21<sup>st</sup> CCLC Program
- Memberships in any civic or community organization are allowable with prior approval by the pass-through agency (NCDPI)

**Funds may NOT be used (i.e., reimbursed) for the following (this is NOT an all-inclusive list):**

- Purchase of vehicles
- **Costs for developing the proposal**
- Food purchases for staff
- Fundraising costs
- Land acquisition
- Building or renovation costs
- Leases of more than 12 months in duration
- Cost of conducting an audit if total of all federal grants received is less than \$750,000
- Direct cash or gift cards in any amount for students or their parents
- Field trip tickets purchased in advance for those who do not attend
- Entertainment or any costs associated with entertainment including diversions and social activities



# II. Funding Application – Grant Details

Box Number	Grant Details Section	Eligible Points	Character Limit
1-5	Basic Information	Unscored	N/A
6	Program Abstract	Unscored	3,000
7	Needs Assessment	10	9,000
8	Program Design	20	21,000
9	Family Engagement	10	9,000
10	Project Administration	10	12,000
11	Capacity to Implement, Partner and Sustain	10	12,000
12	Evaluation Plan and Use of Data	15	12,000
13	Budget Narrative and Alignment	10	6,000
14	Dun and Bradstreet D-U-N-S Number	Unscored	N/A



## II. Funding Application – Grant Details Box 1 “Amount Requested and Programming Slots”

- Grant Parameters:
  - Minimum Students Served in the SY Program must be 50 students
  - Total Grant Amount Requested is inclusive of Summer for 2022 and cannot exceed \$400,000

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

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

[Wallace Foundation Out of School Time Cost Calculator](#)

[NC Department of Commerce County Tier Designations](#)

\$  \*

\* Proposed Number of Afterschool Programming Slots (not inclusive of summer slots):

Proposed Number of Summer Programming Slots (not inclusive of afterschool slots):

**NOTE: Must attach a copy of the Wallace Foundation Out-of School Time Cost Calculator results (for afterschool and summer, if applicable) in the Required Documents section of the Funding Application in the CCIP grants management system.**

# II. Funding Application –Grant Details Box 2 “Absolute Priority”

**\*2. Absolute Priority:** Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate. List below, only the names of participating feeder schools for the proposed 21st CCLC program. A "feeder school" is the school that participating students attend during the school day. The poverty percentages for all public schools is listed at: [Poverty Percentages for All NC Public Schools](#)

**NOTE:** In the Required Documents section, in the *21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status* template applicants must 1) list the public schools and 2) indicate the average percentage of low-income children attending the public (feeder) schools that will participate in the 21st CCLC program.

\*





# II. Funding Application – Grant Details Box 3 “Competitive Priorities”

\* **3. Competitive Priorities:** Applicants must indicate which (if any) of the competitive priorities will be met through the proposed 21st CCLC program:

1. Jointly submitted by at least one local education agency (LEA) and one other eligible entity,

OR

LEA unable to partner with a public or private community organization (If checked, please complete narrative box below)

2. Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) schools and/or Targeted Support and Improvement (TSI) schools:

3 points if 100% of identified schools are designated as CSI,

2 points if 100% of identified schools are a combination of CSI and TSI

3. Propose to provide a summer program component (1 point)

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



# II. Funding Application –Grant Details Box 4 “Organization Type” (unscored)

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

Local Education Agency (LEA)/Charter/ISD/Lab School

**Other Public/Private Organizations:**

For Profit

Non-Profit

Institution of Higher Education

Faith-Based Organization

City or County Government Agency

Community-Based Organization

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



# II. Funding Application –Grant Details Box 5

## “Program Structure” (unscored)

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

\* **Availability:** Indicate when programs will operate during the program year. (Check all that apply.)

- After School
- Before School
- Evenings
- Saturdays
- Summer

\*

\* **Students Served:** Indicate the grade level(s) of students to be served in the program. (Check one or more boxes.)

- Grades K-5
- Grades 6-8
- Grades 9-12

**Program Centers:** List all sites (i.e., centers) where 21st CCLC programs will be operated throughout the program year. For each site, list the days of operation, number of hours offered each week, and total number of proposed slots that will be available for students.

**NOTE:** Programs must offer a minimum of fifty (50) slots and each program site must offer a minimum of twelve (12) hours of programming per week.

\*





# **How to Use the Scoring Rubric to Help Frame Your Proposal Narrative**

# Application Review & Scoring Process

Three levels of review:

- **Level I**

- Reviewers are selected by SERVE based on their experience and knowledge
- Reviewers use the 21<sup>st</sup> CCLC Application Rubric to guide scoring
- Each application receives three (3) reviews/scores, which are averaged

- **Level II**

- Scored applications are reviewed by smaller NCDPI team
- Earned priority points are added to the Level I average score
- Technical review of applications and deductions (if applicable) are subtracted from total score

- **Level III**

- NCDPI recommends to SBE grantees to be funded based on available funding



# Level I Application Review: Rating Rubric

Rubric Sections	CCIP > Funding Application > Grants Detail	Maximum Points
Needs Assessment	7	10
Program Design	8	20
Family Engagement	9	10
Project Administration	10	10
Capacity to Implement, Partner, & Sustain	11	10
Evaluation Plan and Use of Data	12	15
Budget Narrative and Alignment	13	10
Overall Proposal Alignment	none	10
<b>Total Maximum Points – Level I Review</b>		<b>95</b>



# Anatomy of the Rubric

## 11. Budget Narrative and Alignment (Level I Evaluation - 10 points)

The applicant provides a budget narrative that aligns costs with the proposed programming and demonstrates that costs are reasonable and necessary.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Budget narrative aligns to proposed program	<input type="checkbox"/> Detailed budget narrative that clearly aligns to activities and administration proposed for the program.	<input type="checkbox"/> Budget narrative that somewhat aligns to activities and administration proposed for the program.	<input type="checkbox"/> Budget narrative with incomplete information or conflicting alignment with the proposed program.
	b. Costs are reasonable and necessary	<input type="checkbox"/> Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.	<input type="checkbox"/> Budget narrative demonstrates that most costs are reasonable and necessary.	<input type="checkbox"/> Budget narrative does not demonstrate that costs are reasonable and necessary.



## II. Funding Application –Grant Details Box 6 “Program Abstract” (unscored)

\* **6. Program Abstract:** Provide a concise description of the proposed 21st CCLC program that communicates the program mission and vision, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the target population.

If applicant is currently operating a 21st CCLC program, specifically describe how the new proposal will expand or enhance the current program.



## II. Funding Application – Grant Details Box 7 “Needs Assessment” (10 Points)

\* **7. Needs Assessment:** Clearly identify:

- a) those stakeholders to the program proposes to serve (including feeder school(s), students, and the community);
- b) data from multiple sources that effectively demonstrate the needs of the stakeholders to be served; and
- c) the unmet needs of those the program proposes to serve.



# Needs Assessment – 10 pts. (FA Box 7)

## 7. Needs Assessment (Level I Evaluation - 10 points)

The applicant describes: a) those stakeholders to the program proposes to serve (including feeder school(s), students, and the community); b) data from multiple sources that effectively demonstrate the needs of the stakeholders to be served; and c) the unmet needs of those the program proposes to serve.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Identification of stakeholders to be served	Clear description of those the program proposes to serve including: feeder school(s), students, and the community.	Somewhat clear description of those the program proposes to serve.	Vague or confusing description of those the program proposes to serve.
	Use of data to demonstrate stakeholder needs	Clear and succinct summary of relevant data from multiple sources that effectively demonstrates the needs of stakeholders.	Somewhat clear summary of data that demonstrates some needs of stakeholders.	Limited or confusing summary of data that does not sufficiently demonstrate the needs of stakeholders.
	Summary of unmet stakeholder needs	Clear, concrete, and convincing summary of the unmet needs of those the program proposes to serve.	General or somewhat clear summary of the unmet needs of those the program proposes to serve.	Very weak or confusing summary of the unmet needs of those the program proposes to serve.



# Needs Assessment – 10 Pts. (FA Box 7)

## a. Identification of stakeholders to be served

- Who the program proposes to serve, including feeder school(s), students, and community members

## b. Use of data to demonstrate stakeholders' need for proposed services

- Use of data from multiple sources to demonstrate need

## c. Summary of unmet needs

- Description of unmet needs of those proposed program will serve



# II. Funding Application –Grant Details Box 8

## “Program Design” (20 Points)

**\* 8. Program Design: Describe:**

- a) the overall program design and its alignment with the needs of targeted stakeholders;
- b) approach to providing academic improvement activities that will address students' academic needs;
- c) enrichment and other activities that will support students' development and complement the academic program.

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

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with
  - 1.) The NC Standard Course of Study and any local academic standards; and
  - 2.) Local curricula designed to improve student academic achievement, particularly in English/Language Arts/Reading and Mathematics;
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- Literacy education programs, including financial literacy programs and environmental literacy programs;
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Services for individuals with disabilities;
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- Cultural programs;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Parenting skills programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness ensuring local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

 Other:



## II. Funding Application –Grant Details Box 8 cont'd “Program Design” (20 Points)

\* **d) Rationale for Key Program Activities or Practices:** Describe the rationale for key program activities, including citing the research or evidence base or best practice literature that supports the impact of the proposed activities or practices on academic performance, achievement, post-secondary and workforce preparation, or positive youth development of the students.

\* **e) Sample Program Schedule:** Provide a sample schedule for one week/month of programming for after-school programs. If a summer program is offered, provide a sample schedule for one week of the summer program as well. If the program schedule varies between sites, provide a sample schedule for each. See sample templates available in the Application Guidance, Appendix B.



# Program Design – 20 Pts. (FA-Box 8)

## 8. Program Design (Level I Evaluation - 20 points)

The applicant clearly describes: a) the overall program design and its alignment with the needs of targeted stakeholders; b) approach to providing academic improvement activities that will address students' academic needs; c) enrichment and other activities that will support students' development and complement the academic program; d) provides a rationale for why the proposed activities are expected to improve student outcomes (e.g., research, best practice, prior experience); and e) includes a schedule for the planned activities (weekly).

Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	Program design aligns with the needs of targeted stakeholders	Clear summary of the overall program design and how it aligns with the identified needs of the targeted stakeholders.	Somewhat clear summary of the overall program design, with only general alignment to the needs of the targeted stakeholders.	Vague or incomplete summary of the program design with little or no alignment to the needs of the identified stakeholders.
	Planned academic improvement activities to help students meet State academic standards	Focused and very clear description of planned academic improvement activities that will address students' academic needs (help students meet State academic standards).	Somewhat clear description of planned academic improvement activities that will address students' academic needs (help students meet State academic standards).	Vague or incomplete description of planned academic improvement activities.
	Other planned enrichment activities that complement regular academic program	Clear description with justification for enrichment activities that complement the regular academic program.	Somewhat clear description and justification for enrichment activities that complement the regular academic program.	Vague or incomplete description of enrichment activities.
	Rationale for why proposed program components (academic and enrichment) are expected to improve student outcomes	Clear rationale for proposed program academic and enrichment components (using evidence from research, best practice, prior experience).	Somewhat clear but general rationale for proposed program components.	Confusing or missing rationale for proposed program components.
	Overall schedule of program activities (academic and enrichment)	Clear description of the overall schedule of activities to be provided to students.	Somewhat clear description of the overall schedule of activities to be provided to students.	Confusing or incomplete description of the overall schedule of activities to be provided to students.



# Program Design – 20 Pts. (FA- Box 8)

## a. Program design aligns with identified needs of targeted stakeholders

- Clear summary of overall program design aligned with identified needs

## b. Planned academic enrichment activities to help students meet State academic standards

- Instructional support activities (e.g., remedial educational activities)
- <http://www.dpi.state.nc.us/curriculum/>

## c. Other planned enrichment activities that complement regular academic program

- Well-rounded education activities that support students' development

## d. Rationale for key aspects of program design

- Basis for selecting key proposed academic and enrichment components (e.g., research, best practice, fit with student needs)
- How proposed components are expected to improve student outcomes

## e. Overall schedule of program activities

- Clear schedule of what activities will occur when for students (See Appendix B for samples)



# II. Funding Application –Grant Details Box 9 “Family Engagement” (10 Points)

**\* 9. Family Engagement:** Describe:

- a) the process for assessing family needs for supporting children's academic success (including literacy and educational development);
- b) engagement activities (including literacy and educational development) that will be offered to families in support of students' academic success; and
- c) schedule of when family engagement activities will occur.



# Family Engagement– 10 pts. (FA Box 9)

## 9. Family Engagement (Level I Evaluation - 10 points)

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

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Plan for assessing family needs for supporting children’s academic success	Clear description for assessing the needs of families (including literacy and educational development) for planning activities that will assist families in effectively supporting their student’s academic success.	General description for how the needs of family’s needs (including literacy and educational development) will be assessed for planning activities that will assist families in effectively supporting their student’s academic success.	Limited to no information how family’s needs will be assessed in order to assist them with supporting their student(s).
	Engagement activities offered to families (including literacy and educational development) in support of student’s academic success	Clear description of kinds of engagement activities (including literacy or related educational development) that will be offered to help families effectively support their student’s academic success.	General description of kinds of engagement activities (including literacy or related educational development) that will be offered to help families support their student’s academic success.	Brief or incomplete description of activities to be provided to families (may also lack a focus on family support for the academic success of students).
	Schedule for planned family engagement activities	Specific descriptions and possible schedule of proposed family engagement activities.	General schedule/description of proposed family engagement activities.	Vague or confusing schedule/description of proposed family engagement activities.



# Family Engagement – 10 pts. (FA-7)

## **a. Plan for assessing family needs**

- Determining literacy and/or educational development needs of families
- How to help families support student's academic success

## **b. Engagement activities to be offered**

- Description of types of activities proposed to help families support students' academic needs with clear rationale for inclusion
- Family engagement activities should focus on literacy and/or related educational development

## **c. Schedule for planned family engagement activities**

- Schedule of proposed family engagement activities



# II. Funding Application –Grant Details Box 10 “Project Administration” (10 Points)

**10. Project Administration:** Describe the program's implementation strategies and timeline for the for each of the following areas.

\* **a. Community Outreach:** Describe how the program will regularly inform all stakeholders (e.g., families, local community, schools) about the program access and ongoing student progress.

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

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

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

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



# Project Administration – 10 pts. (FA Box 10)

## 10. Project Administration (Level I Evaluation - 10 points)

The applicant provides clear plans for managing the program including those for: a) communication activities to regularly inform all stakeholders (e.g., family, community, school) about program access and ongoing student progress; b) staffing plan to ensure qualified program personnel are hired and retained; c) professional development/training and how trainings are aligned to program goals to ensure students receive quality academic and enrichment learning opportunities; and d) ensuring students are transported safely to and from 21<sup>st</sup> CCLC site(s).

Dimensions	Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Community outreach to inform families, local community, and schools about the program	Clear description of proposed outreach activities designed to inform the community about the 21 <sup>st</sup> CCLC program (e.g., access).	General or somewhat clear description of proposed outreach activities to inform the community about the 21 <sup>st</sup> CCLC program (e.g., access).	Limited or incomplete description of community outreach activities.
Staffing plan to operate the program with well-trained professionals (Program Director proposed and qualifications, number of staff needed)	Detailed staffing plan that includes: description of the roles of key personnel and expected qualifications number if staff proposed with explanation planned staff recruitment activities strategies to support staff retention methods for volunteer management (if applicable).	Staffing plan that includes some description of key personnel, staff recruitment activities, staff retention strategies, and volunteer management but with some information unclear or too general.	Limited or incomplete staffing plan.
Professional development/training for staff & volunteers	Well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.	General training plan for staff and volunteers to improve knowledge and skills but lacking in some details.	Limited or incomplete plan for staff training.
Student transportation	Clear and specific description of how students will be safely transported to and from the 21 <sup>st</sup> CCLC.	General description of how students will be safely transported to and from the 21 <sup>st</sup> CCLC.	Vague or confusing information as to how students will be safely transported to and from the 21 <sup>st</sup> CCLC.

Applicant provides:



# Project Administration – 10 pts. (FA Box 10)

## a. Community outreach

- Description of types of outreach activities to inform stakeholders about the 21<sup>st</sup> CCLC program
  - Families, schools, local community
  - Registration/access, successes

## b. Staffing plan to operate program with well-trained professionals

- Description of key personnel roles and expected qualifications, (e.g., program director, site coordinators, teachers)
- Planned recruitment and retention strategies to ensure high quality staffing
- Planned volunteer management strategies (if applicable)

## c. Professional development/training for staff (& volunteers if applicable)

- Description of plan for ensuring staff are well-trained for their roles
- Alignment to program goals
- [NC Afterschool Professional Core Competencies](#)

## d. Student transportation

- Description of how students will be safely transported to and from the 21<sup>st</sup> CCLC program



## II. Funding Application –Grant Details Box 11 “Capacity to Implement, Partner, and Sustain” (10 Points)

\* **11. Capacity to Implement, Partner, and Sustain:** Describe the organization's:

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

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



# Capacity to Implement, Partner & Sustain – 10 pts. (FA Box 11)

## 11. Capacity to Implement, Partner, and Sustain (Level I Evaluation - 10 points)

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

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Prior success or capacity to provide proposed services	Extensive record of past success in implementing proposed services or a compelling description of how the lead organization and/or its partners will ensure high-quality academic enrichment services are provided.	Some record of past success in implementing proposed services or a good description of how applicant will ensure high quality academic enrichment services are provided.	Limited to no evidence of past success or any mention of how the applicant will ensure high quality academic enrichment services are provided.
	Available key resources for program implementation	Detailed description of available key resources to implement the proposed program.	General description of available key resources to implement the proposed program.	Limited description of available key resources to implement the proposed program.
	Leveraging of community-based resources	Clear and specific description of how community-based resources will be leveraged (intended collaborations and/or partnerships with other organizations to enhance proposed services).	Somewhat clear but general description of how community-based resources will be leveraged (intended collaborations and/or partnerships with other organizations to enhance proposed services).	Confusing or no information regarding leveraging of community-based resources (collaborations or partnerships with external organizations).
	Relationship with schools served	Clear description of how lead organization/agency will collaborate throughout the school year with targeted schools to continually assess needs and refine activities and services to align academic enrichment services.	General description of intent to collaborate with targeted schools but lacks specificity as to how needs for refinement will be made to ensure high-quality academic enrichment services are aligned.	Limited to no description of collaborative efforts to ensure alignment of services.
	Plan for seeking support for sustainability	Convincing approach to increasing community support and securing funding beyond the grant.	General approach to increasing community support and securing funding beyond the grant.	Limited to no description regarding increasing community support and securing funding beyond the grant.



# Capacity to Implement, Partner & Sustain (FA Box 11)

## a. Prior success or capacity to provide proposed services

- Evidence of a prior track record in implementing proposed services, OR
- Compelling description that capacity exists to start up a new program

## b. Available key resources for program implementation

- Description of infrastructure or operational capacity to implement the program (facilities, vehicles, equipment)

## c. Ability to leverage community-based resources

- Description of partners or collaborators and their roles and how the collaborations strengthen the project

## d. Plan to develop and sustain relationships with schools served

## e. Plan for seeking support for sustainability

- A clear plan for securing specific types of funding to extend the program beyond the grant period



## II. Funding Application –Grant Details Box 12 “Evaluation Plan and Use of Data” (15 Points)

**\* 12. Evaluation Plan and Use of Data:** Describe:

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

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



# Evaluation Plan & Use of Data – 15 Pts. (FA Box 12)

## 12. Evaluation Plan and Use of Data (Level I Evaluation - 15 points)

The applicant includes: a) a clear set of program effectiveness/student success measures aligned to the program design, which includes at least one attendance measure and one student academic achievement measure; b) a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed; and c) a description of how data will be used for program improvement and evaluation reports will be shared.

Dimensions	Leading (15-11)	Developing (10-6)	Lacking (5-1)
Program effectiveness measures focused on student attendance and academic achievement	Clear and specific articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure <u>and</u> one student academic achievement measure.]	Somewhat clear articulation of program effectiveness measures with a focus on student attendance and achievement. [Measures must include at least one attendance measure <u>and</u> one student academic achievement measure.]	Incomplete or missing description of program effectiveness measures.
Data collection plan for program effectiveness measures	Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness.	General description of how student data of various types will be collected and analyzed to evaluate program effectiveness.	Incomplete or missing description of how student data will be collected and analyzed to evaluate program effectiveness.
How data will be used to improve the program and evaluation reports will be shared	Clear and convincing description of how data will be used to improve the program (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared.	Somewhat clear, but general description of how data will be used to improve the program and how evaluation reports on program effectiveness will be shared.	Incomplete or missing description of how data will be used to improve the program and to report on program effectiveness.



# Evaluation Plan & Use of Data – 15 Pts. (FA Box 12)

## a. Program effectiveness measures focused on student attendance and academic achievement

- The student outcomes that you will monitor over time. Need to describe at least one measure for monitoring progress in each of the following:
  - Student attendance (in afterschool program)
  - Student academic achievement

## b. Data collection plan for program effectiveness

- For each program effectiveness measure, need to describe how data will be collected (data element and source, how it will be collected, how it will be analyzed)
- Can be organized as a table

## c. How data will be used to improve the program and reports will be shared

- Description of how data will be used for program improvement and annual planning
- Approach to sharing annual program effectiveness data with stakeholders



# II. Funding Application –Grant Details Box 13 “Budget Narrative and Alignment” (10 Points)

**\*13. Budget Narrative and Alignment:** Provide a budget and detailed budget narrative that:

- a) aligns costs with the proposed programming; and
- b) demonstrates that costs are reasonable and necessary. Include detailed projected costs for each of the following budgetary areas:

a. Personnel salaries and benefits

b. Operational costs (includes transportation, rental/leased space, utilities, etc.)

c. Purchased services (includes contracts for professional development, contracted educational programs, and field trips, etc.)

d. Supplies and materials

e. Equipment and furniture purchases

**NOTES:**

*In general, total salaries and employer taxes (e.g., FICA, Social Security, Medicare) for all W2 and 1099 recipients for each 21st CCLC program should not exceed seventy percent (70%) of the total yearly budget.*

*Grant writer fees and costs associated with entertainment are unallowable under this grant.*

\*



# Budget Narrative & Alignment – 10 pts. (FA Box 13)

## 13. Budget Narrative and Alignment (Level I Evaluation - 10 points)

The applicant provides a detailed budget narrative that: a) aligns costs with the proposed programming; and b) demonstrates that costs are reasonable and necessary.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Budget narrative aligns to proposed program	Detailed budget narrative that clearly aligns to activities and administration proposed for the program.	Budget narrative that somewhat aligns to activities and administration proposed for the program.	Budget narrative with incomplete information or conflicting alignment with the proposed program.
	Costs are reasonable and necessary	Budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.	General description suggesting that most costs are reasonable and necessary.	Insufficient description raises serious questions about costs.



# Budget Narrative & Alignment – 10 pts. (FA Box 13)

## a. Budget narrative aligns to proposed program

- Budget aligns with what is proposed/described in Program Design and Project Administration

## b. Costs are reasonable and necessary

- It is clearly evident that costs proposed are reasonable and necessary given program proposed



## II. Funding Application –Grant Details Box 14 “Dun and Bradstreet Number”

\* **14. Dun and Bradstreet D-U-N-S Number:** Enter the D-U-N-S number for the applicant organization's fiscal agent. Applicants must obtain a D-U-N-S number prior to submitting the 21st CCLC Application on CCIP. To obtain a D-U-N-S number, go to: <http://fedgov.dnb.com/webform>.



# Overall Proposal Alignment – 10 pts. (All)

NOTE: CCIP does not include a field for “Overall Proposal Alignment;” rather, the grant reviewers will look across all sections of the proposal to determine, as a whole, how well-aligned and coherent the components of the proposal are, and the degree to which the proposal makes a compelling case for the need of the program and the likelihood the program will have positive student impacts.

## Overall Proposal Alignment (Level 1 Evaluation - 10 points)

Applicant provides a proposal that, as a whole, is: a) aligned and coherent; and b) makes a compelling case for the need for the program and its likelihood for positive student impact (measurable student success) in targeted low-performing, CSI, and/or TSI schools.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Alignment across sections of the proposal	Well-written proposal that is clearly aligned across all sections of the application.	Somewhat clear proposal that is aligned across most sections of the application.	Confusing proposal that is limited in alignment and fragmented across several sections.
	Case for need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI schools.	Proposal makes a compelling case for need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI school(s).	Proposal makes a general case for the need and for the likelihood of measurable student success in targeted low-performing, CSI, and/or TSI school(s).	Proposal lacking or incomplete in the case it makes regarding the need and for any likelihood of measurable student success.



# Overall Proposal Alignment – 10 points (All)

## a. Alignment across sections of the proposal

- All sections of the application fit together as a whole

## b. Case for need and rationale, and for the likelihood of measurable student success

- Makes a compelling case as to why the program is needed
- Provides rationale that the program will likely have a positive (measurable) impact on students



# Tips – To Prepare your Grant Details Narrative

- Read and Understand the RFP Guidance before starting.
- Download and review all Required and Optional Documents so that you have time to obtain and complete the required commitments and supports, including matching fund requirements.
- Read the scoring rubric to be used in the grant review process very carefully so you understand what the reviewers will be looking for and if your program model is a good fit for this RFP.



# Tips – To Develop Your Application

- Clearly identify the academic, attendance, or behavioral needs of targeted at-risk students with your LEA or school partners.
- Identify partner schools and develop a partnership agreement with school principals that describes the roles/responsibilities of the non-profit and the schools in implementing the program model for the at-risk students needing additional support.
- Be clear about your “end in mind” for targeted students in terms of desired outcomes to be measured (how you will use data to monitor student progress on key outcomes).
- Be clear about your program model (use of logic model to show how it works).



# Tips – To Finalize Your Application

- Use the rubric to help frame how each section is written and entered into the CCIP (consider organizing your content to align with the rubric dimensions).
- Before you submit, have your colleagues or partner school principals review your draft application against the rubric and give you feedback about where it is unclear.
- Make sure your budget is aligned with the program model and number of students projected to be served.



# III. Funding Application- Related Documents

(templates available in [CCIP NCDPI Resources Page](#))

## Required

- 21<sup>st</sup> CCLC Basic Organization Information form – Organization Information, Fiscal Agent, Program Director (template provided)
- Organizational Chart – illustrates executive and key personnel of fiscal agent and partners (no template)
- Statement of Assurances (template provided)
- Debarment Certification (template provided)
- Criminal Background Check Certification (template provided)
- Organization's Written Fiscal Procedures (no template)
- Financial Audit/Status Statement (no template)
- Private Schools Consultation (template provided)
- Total Cost Worksheet (Excel template provided)
- Wallace Foundation Out-of-School Time Cost Calculator Outputs (no template provided, use Output form(s))
- 21<sup>st</sup> CCLC Proposed Feeder School(s) with School Poverty & Performance Status (Excel template provided)
- 21<sup>st</sup> CCLC Data Integrity and Confidentiality Certification form (template provided)
- System for Award Management (SAM) Registration Confirmation (no template provided)

## Optional

- Memorandum of Understanding (MOU) (template provided) *(NOTE: The MOU is a Required Document if applicant is filing as a Jointly Submitted application between an LEA and public or private community organization.)*
- Letters of Commitment/Partnership Agreement (Used to support rating for Section 9: Capacity to Implement, Partner, and Sustain)
- Budget Form FPD 208 (after grant is approved for non-LEAs)



# Tentative Timeline

- March 8, 2021 – Request for Proposal Announcement
- **March 16 & 19 2021 – Virtual Technical Assistance Webinars**
- March 17 & 24 – Virtual CCIP User Trainings
- **March 26, 2021 – Notice of Intent to Apply Due**
- March 29, 2021 – CCIP Opens
- **May 13, 2021 – Applications Due (12:00 p.m. NOON EDT)**
- May - July 2021 – Application Reviews
- **★ August 5, 2021 – SBE Meeting for Review and Approval of Recommended Applications; Notification to follow in days after SBE meeting**
- August – November 2021 – Finalizing CCIP uploads (including 208 & Required Document Updates); On-boarding TA





# 21st Century Community Learning Centers NC Comprehensive Continuous Improvement Plan (CCIP) Virtual Technical Assistance Webinar Part II

***Training 2: Cohort 15 CCIP Introduction & Training***

**March 24, 2021 ~ 1pm-3pm**

**[Click Here to Register](#)**



# 21st Century Community Learning Centers Cohort 15 Request for Proposals (RFP) Virtual Drop-in Office Hours

*Tuesday, April 13, 2021*

**9am-11am**

[Click Here to Join](#)

*Tuesday, April 20, 2021*

**1pm-3pm**

[Click Here to Join](#)

# 21st CCLC Cohort 15 Technical Support - Contact Information

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