FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program

September 14, 2023
RFP TA Day 2 10am-12pm

NC Department of Public Instruction
Office of Federal Programs

North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Department of Public Instruction

Office of Federal Programs ~ 21st CCLC Team

Leadership
Alex Charles ~ Interim Senior Director
Susan Brigman, Section Chief ~ Specialty Programs

NCDPI 21st CCLC Program Administrators
Dr. Darren Hamilton

Gina White

Hawhana Locklear

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Areli Perez Nava

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NCDPI Fiscal Monitors
Katrina Blount

Ashton Moss

Monica Pask

NCDPI Data Management
Anita Harris

Administrative Support
Melba Strickland

Shana Fryar

SERVE Center
Megan Orleans, Kathleen Mooney, Beth Thrift

Housekeeping

WebEx Etiquette

First Name, Last Name, Organization Name in Chat

How to Ask Questions

Presentation Slides will be Posted

Day 1 RFP TA Agenda

- Funding Source

- Purpose of the Grant

- Eligibility

- Good Standing

- Focus

- Grant Award and Duration

- Funding Ranges

- How to Apply

- Priority Points

- Grant Timeline

Related Document section in CCIP

Required Documents

- Application (template provided)
- Basic Organization Information (template provided)*
- Statement of Assurances (template provided)*
- Program Schedule (no template provided)
- Proposed Feeder School(s) with School Poverty & Performance Status (template provided)
- Private Schools Consultation (template provided) – signatures required on page 2)
- Total Cost Worksheet (template provided)
- Debarment (template provided)*
- Criminal Background (template provided)*
- Conflict of Interest (template provided)*

Focus of SEG

- Not the same as your standard summer programs offered with 21st CCLC funds

- Should not look or feel like standard summer programming

  · Kindergarten transition – PSUs only – site for this type of programming must be at the feeder school in which the rising kindergarten students will attend

  · Other transition programs – all Cohort 15 and 16 subgrantees - effective transition programs help students move to a new school, become a part of the new school, and maintain their social and academic status

Focus of SEG continued…..

- Intensive tutoring model example from NC ED Corp

The NCEC approach involves a structured program, built on the following five Design Principles for Effective Tutoring, proven to accelerate learning when delivered consistently.

FREQUENCY	MEASUREMENT	SMALL GROUPS	CURRICULUM	TRAINED PERSONNEL
Tutors meet with students for at least three sessions each week, 30 minutes per session.	Schools use data to tailor instruction and ensure consistency.	Tutors work with 1-3 students to provide personalized instruction and support.	Tutors use school curriculum to reinforce phonological awareness and phonics skills.	Tutors develop skills needed to improve student outcomes.

- Mental health program - Must provide services through employing/contracting with qualified/certified mental health specialists

Joint Submissions

- In determining whether an application has been "submitted jointly," an SEA should look for evidence in the application that an LEA and at least one other eligible entity

1. collaborated in the planning and design of the program

2. have substantial roles in the delivery of services,

3. share grant resources to carry out those roles,

4. and have significant ongoing involvement in the management and oversight of the program.

Letters of endorsement are not by themselves sufficient evidence that eligible entities or LEAs have substantially been involved in the design of a program.

It is also important to note that the organization acting as the fiscal agent must be a current Cohort 15 or Cohort 16 subgrantee.

Supplement/Supplant

- Funds used for this SEG should be for all new programming specific to the FY24 Bipartisan Safer Communities Act 21st CCLC Competitive Summer Enhancement Grant Program, and not be used in place of funding for regular/standard 21st CCLC summer programming for Cohort 15 or 16 summer programs (or other services already covered through Title funds).

- SEG programming must be occurring at a different time from the regular/standard summer programming if you are serving the same students. For example: Regular/Standard Summer Programming is from 7:00 a.m.- 2:30 p.m. M-F and your SEG programming could run from 2:30-6:00 p.m. M-F. (Remember the minimum number of hours is 16 per week for 2-3 consecutive weeks)

- Example of supplementing your regular/standard summer programming could be intensive tutoring that involves previewing upcoming school year learning standards and/or credit recovery programs. This could be a supplemental activity as part of this grant, as long as you are not supplanting other tutoring activities that are funded by other programs.

Day 2 RFP TA Agenda

- Review of Required Related Documents

- Application Grant Narrative Overview

- Review of Scoring Rubric

- Three-Level Review Process

- Quality Bands

- Overview of Potential Point Allocation

- Tips for Developing and Submitting Your Application

- Grant Timeline

FY 24 BSCA 21st CCLC Summer Enhancement Application Narrative – Program Abstract

IV. Grant Narrative

Program Abstract (1 Page Limit)

In the space below, provide a clear overview of the proposed FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program that communicates the program goals and intended impact, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the target population.

FY 24 BSCA 21st CCLC Summer Enhancement Application Narrative – Sections 1 - 3

1. Program Needs (4 Page Limit)

In the space below, provide a clear description of how and what data were used to identify: a) the need(s) for services to eliminate skills gaps, accelerate learning, and/or ease social transition/preparation of participating students for success in the upcoming school year, and b) the school(s) and students to be served.

2. Program Design (6 Page Limit)

In the space below, provide clear description of: a) program goals aligned to identified needs; b) identified focus area(s) aligned to program goal, and implementation of key activities; c) innovative learning strategies to reduce chronic absenteeism and accelerate student learning; d) family engagement activities that focus on reducing chronic absenteeism and age-appropriate home-based strategies for supporting student social-emotional well-being; and e) rationale for how the proposed program activities will impact targeted student outcomes.

3. Program Schedule Narrative - Reminder upload schedule(s) as related document(s) in CCIP

Provide a program Schedule Narrative which must include for each focus area programming:
- Number of students served;
- Grade levels served;
- Start and end dates;
- Daily start and end times;
- Total hours per week; and
- Total number of sites

If the program is operating in multiple sites, please list information for each site.

Please upload a sample schedule in the 'Related Documents' in CCIP.

See page 19 of the RFP for more details.

FY 24 BSCA 21st CCLC Summer Enhancement Application Narrative – Sections 4 - 6

4. Organizational Capacity (4 Page Limit)

In the space below, clearly describe the: a) organization's past experience/success or capacity to innovative learning strategies that meet the academic and social-emotional needs of students; b) key leaders' expertise and staffing plan (including staff to student ratio); c) proposed collaboration with partnering school principal(s) and/or community organization(s), including respective roles, responsibilities, and resources committed; and d) the organization's asset-based approaches ensuring that the school environment is safe, inclusive, and positive for all students, educators, and school staff.

5. Evaluation Plan and Data Use (3 Page Limit)

In the space below, describe: a) key student attendance and engagement outcome measures for which data will be collected, analyzed, and reported, and assurance that the organization has access to the proposed student outcome data described; b) the organizational plan for collecting outcome data on students served; and c) capacity (internal and/or external) for completing the required end-of-grant reporting on key performance measures.

6. Budget Narrative and Alignment (2 Page Limit)

In the space below, provide a budget and budget narrative that: a) aligns costs with the proposed program components; and b) demonstrates that costs are reasonable and necessary, including a calculated cost estimate per student served.

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Program Needs (a-b) (10 points)

Program Needs: *(Rate this section from 1-10 using the scoring guide below. **10 is the highest possible score**.)*

The applicant provides a clear description of how and what data were used to identify: a) the need(s) for services to eliminate skills gaps, accelerate learning, and/or ease social transition/preparation of participating students for success in the upcoming school year, and b) the school(s) and students to be served.

	Dimensions	Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	**(a) Use of data to identify gaps in services to aid students in eliminating skills gaps, accelerate learning, and/or ease social transition/ prepare participating students for success in upcoming school year**	Clear description of how and what data were used to identify the need(s) for services to eliminate skills gaps, accelerate learning, **and/or** ease social transition/preparation of participating students for success in the upcoming school year.	Somewhat clear description of how and what data were used to identify the need(s) for services to eliminate skills gaps, accelerate learning, **and/or** ease social transition/preparation of participating students for success in the upcoming school year.	Vague or missing information of how and/or what data were used to identify the need(s) for services to eliminate skills gaps, accelerate learning, **and/or** ease social transition/preparation of participating students for success in the upcoming school year.
	(b) Use of data for identifying school(s) and students to be served	Clear description of how and what data were used to identify the school(s) **and** students to be served.	Somewhat clear description of how and what data were used to identify the school(s) **and** students to be served.	Incomplete description of how and/or what data were used to identify the school(s) **and/or** students to be served.

*Circle your score for **PROGRAM NEEDS**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.*

	10	9	8	7	6	5	4	3	2	1

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FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Program Needs (a-b) (10 points)

a) Clear description of how and what data were used to identify the need(s) for services to eliminate skills gaps, accelerate learning, **and/or** ease social transition/preparation of participating students for success in the upcoming school year.

b) Clear description of how and what data were used to identify the school(s) **and** students to be served.

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Program Design (a-e) (25 points)

Program Design: (*Rate this section from 1-25 using the scoring guide below. **25 is the highest possible score**.*)

The applicant provides clear description of: a) program goals aligned to identified needs; b) identified focus area(s) aligned to program goal, and implementation of key activities; c) innovative learning strategies to reduce chronic absenteeism and accelerate student learning; and d) family engagement activities that focus on reducing chronic absenteeism and age-appropriate home-based strategies for supporting student social-emotional well-being; and e) rationale for how the proposed program activities will impact targeted student outcomes.

	Dimensions	Leading (25-18 points)	Developing (17-9 points)	Lacking (8-1 points)
(a)	Program goals aligned to identified needs	Clearly formed program goals aligned to identified needs of the school(s) **and** students to be served.	Somewhat clear program goals that reflect alignment to identified needs of the school(s) **and** students to be served.	Vague program goals that lack clear alignment to identified needs of the school(s) **and** students to be served.
(b)	Implementation plan of specific focus area(s)	Focused and clear description of identified focus area(s) aligned to program goals, **and** how implementation of key activities will occur.	Somewhat clear description of identified focus area(s) aligned to program goals, **and** how implementation of key activities will occur.	Vague or confusing description of identified focus area(s), alignment to program goals, **and/or** how implementation will occur.
(c)	Innovative learning[11] strategies to reduce chronic absenteeism and increase student engagement	Clear description of the use of innovative learning strategies to increase student engagement **and** reduce chronic absenteeism for targeted students.	Somewhat clear description of the use of innovative learning strategies to increase student engagement **and** reduce chronic absenteeism for targeted students.	Vague or incomplete description of how learning strategies will lead to increased student engagement **and/or** reduce chronic absenteeism for targeted students.

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[11] For the purposes of this grant, **innovative learning** strategies can be defined as strategies that leverage high-quality academic instructional materials designed to :
- focus on grade-level content,
- access students' prior knowledge,
- provide rich, hands-on learning experiences, and
- explicitly integrate social, emotional, and academic skill building.

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Program Design (a-e) (25 points)

a) Clearly formed program goals aligned to identified needs of the school(s) **and** students to be served.

b) Focused and clear description of identified focus area(s) aligned to program goals, **and** how implementation of key activities will occur.

c) Clear description of the use of innovative learning strategies to increase student engagement **and** reduce chronic absenteeism for targeted students.

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Program Design (a-e) (25 points)

(d) Family engagement activities that focus on reducing chronic absenteeism and age-appropriate home-based strategies for supporting student social-emotional well-being	Clear description and timeline of workshops for families of participating students that focus on deepening families' understanding of 1) importance of consistent school attendance, **and** 2) training on age-appropriate home-based strategies for supporting student social-emotional well-being.	General description and timeline of workshops for families of participating students that focus on deepening families' understanding of 1) importance of consistent school attendance, **and** 2) training on age-appropriate home-based strategies for supporting student social-emotional well-being.	Vague or incomplete description and/or timeline of workshops for families of participating students that focus on deepening families' understanding of 1) importance of consistent school attendance, **and** 2) training on age-appropriate home-based strategies for supporting student social-emotional well-being.
(e) Rationale for how proposed program will impact targeted student outcomes	Clear rationale (including citing the research, evidence base, best practice literature, or prior promising practices) for how the proposed program activities will impact targeted student outcomes (e.g., academic progress, improved attendance, increased student engagement, positive behaviors).	Somewhat clear rationale (including citing the research, evidence base, best practice literature, or prior promising practices) for how the proposed program activities will impact targeted student outcomes (e.g., academic progress, improved attendance, increased student engagement, positive behaviors).	Vague or incomplete description of rationale for how the proposed program activities will impact student outcomes.

*Circle your score for **PROGRAM DESIGN**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.*

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Program Design (a-e) (25 points)

d. Clear description and timeline of workshops for families of participating students that focus on deepening families' understanding of 1) importance of consistent school attendance, **and** 2) training on age-appropriate home-based strategies for supporting student social-emotional well-being.

e. Clear rationale (including citing the research, evidence base, best practice literature, or prior promising practices) for how the proposed program activities will impact targeted student outcomes (e.g., academic progress, improved attendance, increased student engagement, positive behaviors).

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Schedule (a) (5 points)

Program Schedule *(Rate this section from 1-5 using the scoring guide below. **5 is the highest possible score**.)*

The applicant provides detailed sample(s) of schedule(s) for: a) intensive programming for the FY24 21st CCLC Summer Enhancement Grant Program. If multiple sites and/or multiple grade spans are planned with various activities, a sample schedule should be provided for each site and/or grade span.

Dimensions	Leading (5 points)	Developing (4-3 points)	Lacking (2-1 points)
Applicant (a) **Weekly schedule(s)**	Detailed sample schedule(s) of weekly academic and enrichment activities. (If multiple sites and/or grade spans with varied activities are planned, a schedule must be provided for each).	Somewhat clear description of the overall schedule of weekly academic and enrichment activities.	Confusing or incomplete description (i.e., missing time slots, days, site schedules [if multiple sites or grade spans are listed], of the overall schedule of activities to be provided.

*Circle your score for **PROGRAM SCHEDULE**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.*

	5	4	3	2	1

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Schedule (a) (5 points)

a) Detailed sample schedule(s) of weekly academic and enrichment activities. (If multiple sites and/or grade spans with varied activities are planned, a schedule must be provided for each).

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Organizational Capacity (a-d) (20 points)

ORGANIZATIONAL CAPACITY (*Rate this section from 1-20 using the scoring guide below. **20 is the highest possible score**.*)

The applicant clearly describes: a) the organization's past experience/success or capacity to provide high-quality innovative learning strategies that meet the academic and social-emotional needs of targeted students; b) key leaders' experience and proposed staffing (including a staff to student ratio); c) proposed collaboration with partnering school principal(s) and/or community organization(s), including respective roles, responsibilities, and resources committed; and d) the organization's asset-based approaches ensuring that the school environment is safe, inclusive, and positive for all students, educators, and school staff.

	Dimensions	Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	**(a) Organization's past experience/success or capacity to innovative learning strategies that meet the academic and social-emotional needs of students**	Extensive record of organization's past experience/success or compelling description of applicant's capacity to provide high-quality innovative learning strategies that meet the academic and social-emotional needs of targeted students. (must address both academic and social-emotional capacity)	Some record of organization's past experience/success or general description of applicant's capacity to provide high-quality academic and enrichment summer innovative learning strategies that meet the academic and social-emotional needs of targeted students.	Limited to no evidence of past success or unconvincing description of applicant's capacity to implement high-quality academic and social-emotional summer programming.
	(b) Key leaders' expertise and staffing plan (including staff to student ratio)	Detailed description of key leaders' experience **and** proposed staffing (including a staff to student ratio).	General description of key leaders' experience **and** proposed staffing (including a staff to student ration).	Limited or incomplete staffing information. Staff to student ratio is missing or unconvincing.
	(c) Collaboration among school principal(s) and community partner(s)	Detailed description of proposed collaboration with partnering school principal(s) **and/or** community organization(s), including respective roles, responsibilities, and resources committed.	General description of proposed collaboration with partnering school principal(s) **and/or** community organization(s), including respective roles, responsibilities, and resources committed.	Weak or confusing summary of proposed collaborations and/or identification of respective roles, responsibilities, *and/or* resources.
	(d) Safe, inclusive, and positive school environment for students, educators, and school staff	Clear description of organization's asset-based approaches that ensure the school environment is safe, inclusive, and positive for all students, educators, and school staff.	General description of organization's asset-based approaches that ensure the school environment is safe, inclusive, and positive for all students, educators, and school staff.	Vague or incomplete description of organization's asset-based approaches that ensure the school environment is safe, inclusive, and/or positive for all students, and/or educators, and school staff.

*Circle your score for **OPERATIONAL CAPACITY**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.*

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Organizational Capacity (a-d) (20 points)

a. Extensive record of organization's past experience/success or compelling description of applicant's capacity to provide high-quality innovative learning strategies that meet the academic and social-emotional needs of targeted students. (must address both academic and social-emotional capacity).

b. Detailed description of key leaders' experience **and** proposed staffing (including a staff to student ratio).

c. Detailed description of proposed collaboration with partnering school principal(s) **and/or** community organization(s), including respective roles, responsibilities, and resources committed.

d. Clear description of organization's asset-based approaches that ensure the school environment is safe, inclusive, and positive for all students, educators, and school staff.

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Evaluation Plan & Data Use (a-c) (15 points)

EVALUATION PLAN AND DATA USE *(Rate this section from 1-15 using the scoring guide below. **15 is the highest possible score**.)*

The applicant describes: a) key student attendance and engagement outcome measures for which data will be collected, analyzed, and reported, and assurance that the organization has access to the proposed student outcome data described; b) the organizational plan for collecting outcome data on students served; and c) capacity (internal and/or external) for completing the required end-of-grant evaluation reporting on key performance measures.

	Dimensions	Leading (15-11)	Developing (10-6)	Lacking (5-1)
Applicant provides:	**(a) Key student attendance and engagement outcome measures**	Clear and specific identification of at least one student attendance measure **and** one student engagement measure for which outcome data will be collected, analyzed, and reported; and assurance that the organization has access to the data described.	Somewhat clear identification of at least one student attendance measure **and** one student engagement measure for which outcome data will be collected, analyzed, and reported; and assurance that the organization has access to the data described.	Incomplete or missing identification of at least one student attendance measure **and** one student engagement measure; and assurance that the organization has access to the data described.
	(b) Student outcome data collection plan	Clear and specific articulation of plan for collecting outcome data on students served.	General description of plan for collecting outcome data on students served.	Incomplete or missing description of plan for data collection.
	(c) Capacity (internal and/or external) for completing the required end-of-grant reporting	Clear and convincing description of organizational capacity (internal and/or external) for completing the required end-of-grant reporting on key student outcomes.	General description of organizational capacity (internal and/or external) for completing the required end-of-grant reporting on key student outcomes.	Incomplete or unconvincing description of capacity for completing the required end-of-grant reporting.

Circle your score for **EVALUATION CAPACITY**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

The space below is provided to record your notes on this section.

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Evaluation Plan & Data Use (a-c) (15 points)

a) Clear and specific identification of at least one student attendance measure and one student engagement measure for which outcome data will be collected, analyzed, and reported; and assurance that the organization has access to the data described.

b) Clear and specific articulation of plan for collecting outcome data on students served.

c) Clear and convincing description of organizational capacity (internal and/or external) for completing the required end-of-grant reporting on key student outcomes.

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Budget Narrative (a-b) (10 points)

BUDGET NARRATIVE AND ALIGNMENT *(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)*

The applicant provides a budget narrative that: a) illustrates how costs are aligned to proposed program components; and b) 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 components**	Detailed budget narrative that clearly illustrates how costs are aligned to proposed program components.	Budget narrative that somewhat aligns to proposed program components.	Budget narrative with incomplete information or conflicting alignment with the proposed program components.
	(b) **Costs are reasonable and necessary**	Budget narrative sufficiently demonstrates costs are reasonable and necessary (including a calculated cost estimate per student served).	General description suggesting that most costs are reasonable and necessary.	Insufficient description raises serious questions about costs.

*Circle your score for **BUDGET NARRATIVE**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.*

10	9	8	7	6	5	4	3	2	1

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Budget Narrative (a-b) (10 points)

a) Detailed budget narrative that clearly illustrates how costs are aligned to proposed program components.

b) Budget narrative sufficiently demonstrates costs are reasonable and necessary (including a calculated cost estimate per student served).

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Overall Proposal Alignment (a) (5 points)

Overall Proposal Alignment: *(Rate this section from 1-5 using the scoring guide below. **5 is the highest possible score.**)*

Applicant provides a proposal that, as a whole, is a) aligned across all sections of the proposal and makes a compelling case for the need for the program and its likelihood for positive student impacts (measurable student success).

	Dimensions	Leading (5 points)	Developing (4-3 points)	Lacking (2-1 point)
Applicant	a. Alignment across all sections of the proposal and makes a compelling case for program need and likelihood of positive student impacts	Well-written proposal that is clearly aligned across all sections of the application **and** that makes a compelling case for the need and rationale for the program and the likelihood of measurable student success.	Somewhat clear proposal that is aligned across most sections of the application **and** that makes a somewhat sound case for the need and rationale for the program and its likelihood of measurable student success.	Confusing proposal that is limited in alignment and fragmented across several sections **and/or** does not make a convincing case regarding the need for the program and/or likelihood of measurable student success.

Circle your score for Overall Proposal Alignment. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.

	5	4	3	2	1

FY 24 BSCA 21st CCLC Summer Enhancement Application Scoring Rubric – Overall Proposal Alignment (a) (5 points)

a) Well-written proposal that is clearly aligned across all sections of the application and that makes a compelling case for the need and rationale for the program and the likelihood of measurable student success.

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 experience & knowledge
  - Reviewers use the FY 24 BSCA 21st CCLC Summer Enhancement 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

Application Review: Quality Review Scores

The NC State Board of Education Policy CNTR-001: Competitive/Discretionary Grant Proposal Review Process requires that grant proposals be included in one of five quality band categories - Excellent, Strong, Average, Weak, Unacceptable.

Applications must fall into one of the following quality bands:
- Excellent (76-90),
- Strong (61-75), or
- Average (47-60) to be considered for funding.

Applications that fall into quality band Weak (36-46) or Unacceptable (35 or below) will not be considered for funding regardless of the SBE Region.

Level I Application Review: Rating Rubric

Rubric Section	Application Section IV. Grant Narrative	Maximum Points
Program Needs	1	10
Program Design	2	25
Program Schedule Narrative	3	5
Organizational Capacity	4	20
Evaluation Plan and Data Use	5	15
Budget Narrative and Alignment	6	10
Overall Proposal Alignment	none	5
Level I Total Possible Points		**90**

Level II Application Review: Priority Points

Potential Competitive Priority Points	Maximum Point(s)
Joint Application	1
CSI/TSI	1-2
School Environment	1-3
Hiring Certified & Qualified Mental Health Professionals	1
Level I Total Possible Priority Points	**7**

Level II Application Review: Technical Deductions

Potential Technical Deductions	Maximum Deduction
FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Application	1
Basic Organization Information	1
Statement of Assurances	1
Program Schedule	1
21st CCLC Proposed Feeder Schools & Performance Status	1
Private School Consultation	1
Total Cost Worksheet	1
Memorandum of Understanding (MOU) if applying as a Joint Application	1
Level I Total Possible Technical Deductions	**8**

Tips – To Prepare

- 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
- Read the scoring rubric to be used during the Level I 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, behavioral, and/or well-being support needs of targeted students and school(s).
- Be clear about your "end in mind" in terms of desired outcomes to be measured (how you will use data to monitor progress on key outcomes).
- 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 students needing additional academic support.

Tips – To Finalize Your Application

- Make sure that you have completed and uploaded all information required of this application.
- Make sure your budget is aligned with the program and number of students projected to be served.
- Before submitting your application, have a colleague or partner school principal review your draft application against the rubric and give you feedback about where it may not be clear.

Submit the application in [CCIP](#)

- Once you have drafted your proposal, all information (including Document uploads,) must be entered into the web-based grant management system

- Only proposals submitted through CCIP as at least "Draft Completed" by **12:00 p.m. NOON EDT, October 31, 2023,** will be reviewed/evaluated

- Once an application is submitted, no changes can be made to the proposal

- All questions regarding the grant competition must be directed to our OFP 21st CCLC staff and not SERVE staff.

Grant Competition Timeline

FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant (Funding Available: March 1, 2024 – September 2, 2024)	
Date	Event
Monday, September 11, 2023	Release the *FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant*
Wednesday & Thursday September 13 & 14, 2023	TA Sessions for Summer Enhancement Grant RFP- Day 1 SEG RFP TA Webinar Day 2 SEG RFP TA Webinar
Thursday, September 14, 2023 at 12:00 p.m. (Noon)	RFP for Summer Enhancement Grant opens in CCIP at 12pm (Noon).
Wednesday, September 27, 2023	FAQ information released
Tuesday, October 31, 2023	RFP for Summer Enhancement-Grant closes in CCIP at 12PM (Noon) Eastern Daylight Time; Applications must at least be at 'Draft Completed' to be considered for scoring.
Wednesday & Thursday, December 6 & 7, 2023	Recommendations for award submitted to the NC State Board of Education (SBE).
Tuesday, January 16, 2024	SEG Subgrantee onboarding TA On-boarding Part 1: Reviews Funding Awards, and Next Steps Moving Forward. **Registration link will be sent directly to awarded subgrantees.**
Wednesday, January 17, 2024	TA On-boarding Part 2: Reviews Grant Data Collection and Reporting Requirements, and Subgrantee Monitoring. **Registration link will be sent directly to awarded subgrantees.**
Friday, February 16, 2024	CCIP opens for subgrantee upload for updated documents or revisions; re: Related Documents, 208 form etc.
Friday, March 15, 2024	CCIP Related Documents (including budget (208) due for final application approval

<u>Questions</u>

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