21st Century Community Learning Centers Cohort 18 Competitive Grant Program

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Office of Federal Programs

NCDPI Office of Federal Programs

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WebEx Etiquette

First Name, Last Name, Organization Name in Chat

How to Ask Questions

Presentation Slides will be Posted

Agenda

- Clarification from Day 1 TA Webinar

- Review the Cohort 18 Application

- Review SBE Policies

- Review Process

    - Application(s) Details

    - Using the Scoring Rubric to Help Frame Your Proposal Narrative

    - Quality and Technical Review

- Pitfalls to Avoid

Demonstrated Use of Braided Funds to Support Program Implementation (1 point)

If an applicant plans to braid other local, state, or federal funding to support the 21st CCLC program throughout the duration of grant period, to receive this priority point, applicants must:

- Complete the "Braided Funds" section of the Total Cost Worksheet to demonstrate that braided funds from multiple sources will constitute at least 10% of the total budget;

- Complete and upload a Partners Table to CCIP; and

- Sign and upload the "Braided Funds with Partners Table Form" document to CCIP.

Partnerships that indicate in-kind donations or general support <u>without financial backing </u>will not be considered for the priority point

Cohort 18 Application

Academic School Year

Summer Only

Section I: Basic Information

I. Basic Information	
Fiscal Agent Organization Name:	
Fiscal Agent Organization Unit Number:	
Organization Type:	☐ Local Education Agency (LEA/PSU) ☐ Community Based Organization (CBO) ☐ Faith-Based Organization (FBO) ☐ Bureau of Indian Education (BIE) ☐ Institution of Higher Education ☐ City or County Government Agency ☐ Another Public or Private Entity or Consortium of two or more such agencies, organizations, or entities
Fiscal Agent Chief Administrator Name:	
Fiscal Agent Chief Administrator Email Address:	
Fiscal Agent Chief Administrator Phone Number:	
County To Be Served:	
Indicate Proposed Programming: Select all that apply	☐ Academic Year Program ☐ Standard Summer Learning Program ☐ Summer Intensive Program

Section I: Funding

- **Total Amount Requested** is inclusive of both the required school year **and** optional summer program components

1. **Total Amount Requested:** Enter the total amount combined for all selected programming options. The amount requested may not be less than $50,000 and may not exceed $500,000 per year. Applicants must meet the minimum program requirements for each program selected, including total program hours and student enrollment.

To determine the levels of funding eligibility, organizations will utilize the funding levels in the RFP under the Funding Levels section.

Section I: Funding

Complete the sections below for each of the proposed program options selected. Applicants must meet the minimum program requirements for each program selected, including total program hours and student enrollment to be considered for funding.

Academic Year Program

> **Proposed Number of Academic Year Programming Slots:**
>
> **Age Ranges of Targeted Students to be Served:** Check all that apply.
>
> > ☐ Elementary School (Eligible applicants elect this option if proposing to serve PreK students).
> >
> > ☐ Middle School
> >
> > ☐ High School
>
> **Total Amount Requested for Required Academic Year:** At least $50,000 and not exceeding $378,750.00

Standard Summer Learning Program(s)

> Proposed Number of Optional Standard Summer Slots:
>
> Total Amount Requested for Standard Summer (if applicable) Up to $250,000:

Summer Intensive Program(s)

> Proposed Number of Optional Summer Intensive Slots:
>
> Total amount Requested for Summer Intensive (if applicable) up to $150,000:

Funding Amounts (Academic Year and Summer Programming)

To learn more about funding, please refer to pages 24-26

Section II: Absolute Priority

II. Absolute Priority: For purposes of this grant, "primarily" and "majority" are defined as at least 51%

1. Absolute Priority: Under Section 4203 of the ESEA, the state must give priority to applications proposing to primarily serve students who attend schools eligible for Title I, Part A schoolwide programs. Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

In the space below list the name(s) and poverty percentages of 21st CCLC Proposed Feeder Schools. For information on the poverty rates of schools and Title I eligibility status, go to OFP-Title I Schools 2022-2023.

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Summary of Competitive Priority Points

Potential Competitive Priority Points	Maximum Point(s)
Joint Applicants	1
• CSI/TSI Feeder School Determination	1-2
• Chronic Absenteeism	1
• Short-Term Out-of-School Suspension or In-School Suspension	1
• Unserved Counties	2
• Serving Rural Counties	1-3
County Distress Ranking (Tiers)	1-2
Demonstrated Use of Braided Funds	1
Implement Rauma-Informed Practices	1
Total Maximum Possible Priority Points	**14**

Part 3: Application Review and Selection Process

(RFP pgs. 45-46)

Susan Brigman, Section Chief 21st CCLC & ELISS

SBE Policy CNTR 001

The North Carolina State Board of Education (SBE) policy CNTR-001 outlines the approval process for competitive non-discretionary funds.

This policy was developed to assure the Board that all project proposals have been evaluated fairly and on merit without bias or favoritism and all approval criteria for selection have been followed.

Definition: Competitive projects are those projects for which NCDPI or SBE solicits proposals from eligible applicants and are evaluated against a set of approved criteria to determine the recommendations for funding.

SECTION V. Exceptions

- Any additional criteria, **amended process**, or further changes made to the review process must be approved by the deputy state superintendent.

- In accordance with the policy, the State Board of Education (SBE) can approve deviation from the written policy.

The SBE's approval of this RFP authorized the approval process for awarding 21st CCLC Cohort 18 grants that you can find on pages 45-46 in the RFP.

Appeals Process

- In accordance with federal rules, NCDPI provides applicants or recipients with the opportunity for a hearing to appeal NCDPI's final action under an applicable federal program. See 34 C.F.R. § 76.401(a), 34C.F.R. § 76.783 and 20 U.S.C. 1231b-2.

- For more information on the appeals process see Appendix F of the Request for Proposal (RFP).

Using the Scoring Rubric to Help Frame Your Proposal Narrative

Application Review & Scoring Process

Levels of review:

- **Pre-Screening by NCDPI**
  - Determine confirm applicant is in Good Standing
  - Meets overall eligibility requirements
- **Level I**
  - Reviewers selected by SERVE based on experience & knowledge
  - Reviewers use Grant Application Rubric to guide scoring
  - Each application receives 3 independent reviews/scores, which are averaged
- **Level II**
  - Smaller NCDPI team meets with SERVE to review scoring processes and verify:
    - Earned priority points (added to the Level I average score)
    - Technical review of applications (deducted (if applicable) from Level I average score)
- **Level III**
  - NCDPI recommends to SBE grantees to be funded based on available funding

Quality Review Scores

Applications must fall into the following quality bands to be considered for funding:

- Excellent (123-145)

- Strong (100-122), or

- Average (76-99)

Applications that fall into quality band Weak (55-75) or Unacceptable (54 or below) will not be considered for funding regardless of the SBE Region.

Level I Application Review: Rubric Ratings

Scored Sections	Narrative Section	Maximum Points
Needs Assessment	2	15
Student Academic & Enrichment Program Design	4	25
Student Academic & Enrichment Program Schedule Narrative	5	5
Family Engagement	6	15
Project Administration	7	25
Capacity to Implement, Partner, & Sustain	8	20
Evaluation Plan and Data Use	9	20
Budget Narrative and Alignment	10	10
Overall Proposal Alignment	none	10
Level I Total Possible Points		**145**

Grant Narrative

NORTH CAROLINA
State Board of Education
Department of Public Instruction

Section IV: Abstract – Not Scored

IV. Grant Narrative

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

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

Note: The text box below is limited to 3,000 characters including spaces

IV. 2. Needs Assessment *(15 Points)*

2. Needs Assessment: Clearly describe (using relevant quantitative and qualitative data from multiple sources that objectively and effectively demonstrate) the:

   a) academic needs during school year and summer (if applicable) of targeted students;
   b) enrichment needs during school year and summer (if applicable) of targeted students; and
   c) needs of families of targeted students in supporting their student's educational development during the school year and summer (if applicable).

Note: The text box below is limited to 12,000 characters including spaces.

IV. 2. Needs Assessment *(15 Points)*

Needs Assessment *(15 is the highest possible score.)*

The applicant describes relevant data (quantitative and qualitative) from multiple sources that objectively and effectively demonstrate the: a) academic needs of targeted students; b) enrichment needs of targeted students; and c) needs of the families of targeted students in supporting their educational development during the school year and summer (if applicable).

	Dimensions	Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
Applicant provides:	a) Use of data to demonstrate academic needs of targeted students	Well-organized summary of relevant data (including both qualitative **and** quantitative) that clearly demonstrates the academic needs of targeted students.	Somewhat clear summary of relevant data (including both qualitative **and** quantitative) demonstrating the academic needs of targeted students.	Vague or confusing summary of the academic needs of students the program proposes to serve.
	b) Use of data to demonstrate enrichment needs of targeted students	Well-organized summary of relevant data (including both qualitative **and** quantitative) that clearly demonstrates the enrichment needs of targeted students.	Somewhat clear summary of relevant data (including both qualitative **and** quantitative) demonstrating the enrichment needs of targeted students.	Vague or confusing summary of the enrichment needs of students the program proposes to serve.
	c) Use of data to demonstrate needs of families of targeted students in supporting their student's educational development	Well-organized summary of relevant data (including both qualitative **and** quantitative) that clearly demonstrates the needs of families of targeted students in supporting their student's educational development during the school year and summer (if applicable).	Somewhat clear summary of relevant data (including both qualitative **and** quantitative) demonstrating the needs of families of targeted students in supporting their student's educational development during the school year and summer (if applicable).	Vague or confusing summary of the needs of families to support their student's educational development.

Circle your score for Needs Assessment. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

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

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IV. 2. Needs Assessment *(15 Points)*

a) **academic needs** of targeted students;

b) **enrichment needs** of targeted students; and

c) **needs of the families** of targeted students in **supporting** their **educational development** during the school year and summer (if applicable).

Goals and Objectives Aligned with Statewide Performance Goals *(Not Scored)*

3. Goals and Objectives Aligned with Statewide Performance Goals: Check all that apply. Reference Performance Goals and Objectives section of the RFP for detailed requirements.

Core Academic Areas

All proposed 21st CCLC centers must offer annual services during the academic year in at least two (2) of the following core academic areas per grade span (i.e., PreK, K-5, 6-8, 9-12):

> **PreK Centers:** (PreK students who are at least 4 years old by on or before August 31st and are enrolled in public PreK programs administered by PSUs are eligible to participate.)
>
> - ☐ Early literacy programming
> - ☐ Math programming
> - ☐ Science programming

Goals and Objectives Aligned with Statewide Performance Goals *(Not Scored)*

K-12 Centers:

☐ Literacy programming
☐ Math programming
☐ Science programming.

Enrichment
All proposed 21st CCLC centers must offer annual enrichment support activities during the academic year in at least two (2) of the following areas per grade span (i.e., PreK, K-5, 6-8, 9-12):

PreK Centers: (PreK students who are at least 4 years old by on or before August 31st and are enrolled in public PreK programs administered by PSUs are eligible to participate.)

☐ Arts programming (i.e., dance, music, theatre, visual arts)
☐ Workforce Development programming
☐ Physical Education programming
☐ Health Education programming

K-12 Centers:

☐ Arts programming
☐ Workforce Development programming
☐ Physical Education programming
☐ Health Education programming
☐ STEM programming

IV. 4. Student Academic and Enrichment Program Design *(25 Points Max)*

4. Student Academic and Enrichment Program Design: Clearly Describe:

a) overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted students.

b) academic and enrichment goals, objectives, and outcomes for targeted students that illustrate a theory of change (Appendix A of the RFP);

c) improvement activities in core academic areas to help students meet State academic standards;

d) enrichment activities that will complement and enhance students' academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students; and

e) rationale (e.g., research-based evidence, best practice, prior promising experience) for selecting effective program components (academic and enrichment).

Reference Program Design Overview in RFP Guidance for a detailed description of dosage requirements. Applicants must meet all minimum requirements for each of the proposed program options in order to be eligible for funding.

Note: The text box below is limited to 20,000 characters including spaces

IV. 4. Student Academic and Enrichment Program Design *(25 Points Max)*

Student Academic and Enrichment Program Design: *(25 is the highest possible score.)*

The applicant clearly describes the: a) overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted students; b) academic and enrichment goals, objectives, and outcomes for targeted students that illustrate a theory of change; c) improvement activities in core academic areas to help students meet State academic standards; d) enrichment activities that will complement and enhance students' academic performance, achievement, postsecondary and workforce preparation, and positive youth development; and e) the rationale (e.g., research-based evidence, best practice, prior promising experience) for selecting effective program components (academic and enrichment).

Dimensions		Leading (25-18 points)	Developing (17-9 points)	Lacking (8-1 points)
Applicant provides:	a) **Program design aligns with the needs of targeted students**	Clear summary of the overall program design and how it aligns with the identified needs of the targeted students.	Somewhat clear summary of the overall program design, with only general alignment to the needs of the targeted students.	Vague or incomplete summary of the program design with little or no alignment to the needs of the identified students.
	b) **Academic and enrichment goals, objectives, and outcomes**	Clearly identified academic **and** enrichment goals, objectives, **and** outcomes that illustrate a logical theory of change.	Somewhat clear academic **and** enrichment goals, objectives, **and** outcomes that suggest a theory of change.	Vague or incomplete goals, objectives and/or outcomes that do not provide a coherent theory of change.
	c) **Improvement activities in core academic areas to help students meet State academic standards**	Focused and 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.
	d) **Enrichment activities that complement and enhance academic performance, achievement, preparation and development**	Clear description of planned enrichment opportunities that will complement **and** enhance students' academic performance, **and** achievement, **and** postsecondary and workforce preparation, **and** positive youth development.	Somewhat clear description of planned enrichment opportunities that will complement **and** enhance students' academic performance, **and** achievement, **and** postsecondary and workforce preparation, **and** positive youth development.	Vague or incomplete description of enrichment opportunities, or how they complement **and/or** enhance, students' academic performance, and achievement, and postsecondary and workforce preparation, and positive youth development.
	e) **Rationale for selecting effective program components (academic and enrichment)**	Clear rationale (using evidence from research, best practice, prior promising experience) as to how proposed program academic **and** enrichment components are expected to result in improved student outcomes.	Somewhat clear but general rationale with incomplete or unconvincing evidence as to how proposed program academic **and/or** enrichment components will result in improve student outcomes.	Vague or confusing rationale for proposed program components.

Circle your score for Student Academic and Enrichment Program Design. Note: An empty text box or entry of 'N/A' in the narrative box will 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

IV. 4. Student Academic and Enrichment Program Design *(25 Points Max)*

a) overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted students;

b) academic **and** enrichment goals, objectives, **and** outcomes for targeted students that illustrate a theory of change;

c) improvement activities in core academic areas to help students meet State academic standards;

d) enrichment activities that will complement **and** enhance students' academic performance, **and** achievement, **and** postsecondary and workforce preparation, **and** positive youth development; and

e) the rationale (e.g., research-based evidence, best practice, prior promising experience) for selecting effective program components (academic **and** enrichment).

IV. 5. Student Academic and Enrichment Program Schedule Narrative *(5 Points)*

5. Student Academic and Enrichment Program Schedule Narrative: Provide a narrative which describes the sample program schedule(s) provided, to include:

- Number of students served;
- Grade levels served;
- Start and end dates (programs must start by October 15th each year) for academic year; and (if applicable) summer programming;
- Daily start and end times;
- Total hours per week for required academic year and (if applicable) summer programming; and
- List of program sites.

The information in this narrative must match the information provided in the Basic Information Sheet and Sample Program Schedule(s) uploaded in Related Documents.

Reference Program Design Overview section in RFP Guidance for a description of minimum dosage requirements.

Applicants must provide a response for each proposed program.

Note: The text box below is limited to 3,000 characters including spaces

IV. 5. Student Academic and Enrichment Program Schedule Narrative *(5 Points)*

Student Academic & Enrichment Program Schedule Narrative: *(5 is the highest possible score.)*

The applicant provides a clearly detailed schedule narrative of the student academic and enrichment schedule(s) that reflects Academic year and summer programming (if applicable). The narrative must include: a) number of students served; grade levels served; start and end dates (programs must start by October 15th each year) for academic year; and (if applicable) summer programming; daily start and end times; total hours per week for required academic year and (if applicable) summer programming; and list of program sites.

	Dimensions	Leading (5 points)	Developing (4-2 points)	Lacking (1 point)
Applicant provides:	(a) **Student academic and enrichment weekly schedule(s)**	Clear description of the overall schedule of academic **and** enrichment activities to be provided to students that accurately reflects the sample schedule uploaded in Required Documents.	Somewhat clear description of the overall schedule of academic **and** enrichment activities to be provided to students and reflects the sample scheduled uploaded in Required Documents.	Confusing or incomplete description of the overall schedule of academic **and/or** enrichment activities to be provided to students. (e.g., missing time slots, days, site schedules).

Circle your score for Program Schedule. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

	5	4	3	2	1

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IV. 5. Student Academic and Enrichment Program Schedule Narrative *(5 Points)*

- number of students served;
- grade levels served;
- start and end dates (programs must start by October 15th each year) for academic year;
- and (if applicable) summer programming;
- daily start and end times;
- total hours per week for required academic year and (if applicable) summer programming; and
- list of program sites.

IV. 6. Family Engagement *(15 Points)*

6. Family Engagement: Applicant must provide description of:
  a) How the three required family engagement workshops will inform and engage families in such a way as to promote changes in family and student behaviors. Description should include: 1) research base for workshop content, 2) recruitment strategies, 3) engagement strategies, and 4) timeline.
  b) Family engagement goals, objectives, **and** outcomes that demonstrate how ongoing family engagement aligns with families' needs to support their student's academic success.
  c) Family outreach efforts that will positively impact proposed enrollment of targeted students, **and** persistent student attendance, **and** active family engagement (inclusive of academic year and summer [if applicable] required workshops and family events/supports).

The information in this narrative must match the information provided in the Basic Information Sheet uploaded in Related Documents.

The text box below is limited to 12,000 characters including spaces

IV. 6. Family Engagement *(15 Points)*

Family Engagement: *(15 is the highest possible score.)*

The applicant provides detailed description of the: a) development and implementation plan for the three required workshops intended to inform and engage families and students; b) family engagement goals, objectives, and outcomes aligned with identified needs; and c) family outreach for student recruitment, persistent attendance, and active family participation.

Applicant provides:	Dimensions	Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
	a) **Family workshops meet identified program requirements**	Clear plan of how the three required family workshops inform and engage families in such a way as to promote changes in family and student behaviors. The plan should include: 1) research base for workshop content, **and** 2) recruitment strategies, **and** 3) engagement strategies, **and** 4) timeline.	Somewhat clear plan of how the three required family workshops inform and engage families in such a way as to promote changes in family and student behaviors. The plan should include: 1) research base for workshop content, **and** 2) recruitment strategies, **and** 3) engagement strategies, **and** 4) timeline.	Brief or incomplete plan of how the three required workshops inform **and/or** engage families in such a way as to promote changes in family and student behaviors. Details of content research base **and/or** recruitment strategies, **and/or** engagement strategies, **and/or** timeline may be incomplete missing.
	b) **Family engagement goals, objectives, and outcomes are aligned with identified family needs**	Clear and convincing description of family engagement goals, objectives, **and** outcomes that demonstrate how ongoing family engagement aligns with families' needs to support their student's academic success.	Somewhat clear family engagement goals, objectives, **and** outcomes that demonstrate how ongoing family engagement aligns with families' needs to support their student's academic success.	Vague or incomplete family engagement goals, objectives **and/or** outcomes. May also lack a focus on family support for the academic success of students and/or alignment to identified needs.
	c) **Family outreach for student recruitment, and attendance,**	Detailed description of family outreach efforts that will positively impact proposed enrollment of targeted students, **and** persistent student attendance, **and** active family engagement (e.g., required workshops, family events).	General description of family outreach efforts that will positively impact proposed enrollment of targeted students, persistent student attendance, **and** active family engagement (e.g., required workshops, family events).	Brief or incomplete description of family outreach efforts related to enrollment of targeted students, persistent student attendance, **and/or** active family engagement (e.g., required workshops, family events).

Circle your score for Family Engagement. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

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

IV. 6. Family Engagement *(15 Points)*

a) development and implementation plan for the three required workshops intended to inform and engage families and students;

b) family engagement goals, objectives, and outcomes aligned with identified needs; and

c) family outreach for student recruitment, persistent attendance, and active family participation.

IV. 7. Program Administration *(25 Points)*

7. Project Administration: Provide a description of:

a) Staffing plan that includes description of the roles, responsibilities, and qualifications of key personnel and volunteers (if applicable), including job qualifications, responsibilities, and time commitment for project leadership positions (i.e., project directors, site coordinators).

b) Recruitment and retention plan detailing how staff and volunteers (if applicable), will be recruited **and** strategies used to retain staffing to ensure staff/student ratio supports safe and effective implementation of proposed programming.

c) Types of training proposed for staff and volunteers (if applicable), qualifications of trainers, and the processes to transfer knowledge into practice during program activities.

d) Community outreach plan for informing the community about the learning center, including its location(s), in a manner that is understandable and accessible (e.g., native language, visual and hearing impairments).

e) How the transportation needs of participating students will be addressed, including safe transport to and from the 21st CCLC site(s) and home.

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IV. 7. Program Administration *(25 Points)*

Project Administration: *(25 is the highest possible score.)*

The applicant describes clear plans for managing the program, including: a) operating the program with well-qualified staff; b) ensuring staff recruitment and retention; c) providing professional development/training that is aligned to program goals to ensure students receive quality academic and enrichment learning opportunities; d) conducting accessible community outreach efforts; and e) ensuring students are transported safely to and from 21st CCLC site(s).

Dimensions	Leading (25-18 points)	Developing (17-9 points)	Lacking (8-1 points)
a) Plan to operate the program with well-qualified staff	Detailed staffing plan that includes description of the roles, responsibilities, and qualifications of key personnel **and** volunteers (if applicable); and the number of staff proposed (professional and paraprofessional); **and** job qualifications, responsibilities, and time commitment for project leadership (e.g., project directors, site coordinators).	General description of staffing plan about the roles and responsibilities of key personnel; number of staff; **and if applicable,** volunteer management; **and** job qualifications, responsibilities and time commitment for project leaders (e.g., project directors and site coordinators).	Vague or incomplete staffing plan. Key project leadership details are missing.
b) Staff recruitment and retention plan	Detailed plan as to how staff (leadership, instructional, support, and volunteers [if applicable]) will be recruited **and** strategies for retention to ensure staff/student ratio supports safe and effective implementation of proposed programming.	General description of how staff (leadership, instructional, support, and volunteers [if applicable]) will be recruited **and** strategies for retention to ensure staff/student ratio supports safe and effective implementation of proposed programming.	Vague or incomplete staffing recruitment and/or retention plan.
c) Professional development/training for staff & volunteers	Well-developed plan for staff training, including volunteers (if applicable), qualifications of trainers, **and** the processes to transfer knowledge into practice during program activities.	General description of training plan for staff and volunteers (if applicable) to improve knowledge and skills but lacking in some details.	Vague or incomplete plan for staff training.
d) Accessible community outreach and dissemination efforts	Detailed plan for informing the community about the learning center, including its location(s), in a manner that is understandable and accessible (e.g., native language, visual and hearing impairments).	General description for informing the community about the learning center in a manner that is understandable and accessible.	Vague or incomplete plan for informing the community about the learning center.
e) Student transportation	Clear and specific description of how the transportation needs of participating students will be addressed, including safe transport to and from the 21st CCLC site(s) and home.	General description of how the transportation needs of participating students will be addressed, including safe transport to and from the 21st CCLC site(s) and home.	Vague or confusing information as to how students will be safely transported to and from the 21st CCLC.

Circle your score for Project Administration. Note: An empty text box or entry of 'N/A' in the narrative box will 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 |

IV. 7. Program Administration *(25 Points)*

a) operating the program with well-qualified staff;

b) ensuring staff recruitment and retention;

c) providing professional development/training that is aligned to program goals to ensure students receive quality academic and enrichment learning opportunities;

d) conducting accessible community outreach efforts; and

e) ensuring students are transported safely to and

IV. 8. Capacity to Implement, Partner, and Sustain (*20 Points*)

8. Capacity to Implement, Partner, and Sustain: Describe the organization/agency's:
   a) past experience/success (including quantitative and qualitative data) to provide high-quality academic **and** enrichment activities and services;
   b) plan (including timeline) to collaborate with targeted schools and stakeholders throughout the year to continually assess students **and** refine activities and services to ensure ongoing high-quality academic **and** enrichment opportunities are provided;
   c) ability to leverage school and community-based resources including local, state and/or other federal funds to ensure a fast startup and support strong implementation of proposed services; and
   d) approach to increasing community support **and** securing funding sustainability after the grant ends.

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IV. 8. Capacity to Implement, Partner, and Sustain (*20 Points*)

Capacity to Implement, Partner, and Sustain: (20 is the highest possible score.)

The applicant clearly describes the organization's/agency's: a) past experience/success or capacity to provide high-quality academic and enrichment activities and services; b) plan to collaborate with targeted schools and stakeholders throughout the year to continually assess students and refine activities and services to ensure ongoing high-quality academic enrichment opportunities are provided; c) ability to leverage school and community-based resources (intended collaborations and partnerships) to enhance proposed services); and e) approach to funding sustainability after the grant ends.

	Dimensions	Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	a) **Prior success or capacity to provide proposed academic and enrichment activities and/or services**	Detailed and thorough documentation (including qualitative and quantitative data) of past success in implementing proposed services, **and/or** convincing description of how the lead organization and/or its partners have the capability to deliver high-quality academic **and** enrichment activities and/or services. Documentation of offered examples should reflect tangible and positive outcomes.	Some record (including qualitative and quantitative data) of past success in implementing proposed services, **and/or** convincing description of how the lead organization and/or its partners have the capability to deliver high-quality academic **and** enrichment activities and/or services.	Limited to no evidence of past success or any mention of how the applicant will ensure high-quality academic **and/or** enrichment activities **and/or** services are provided.
	b) **Collaboration to ensure high-quality academic and enrichment opportunities**	Detailed plan (including timeline) of how the lead organization/agency will collaborate throughout the school year with targeted school staff and stakeholders to continually assess needs **and** refine activities and services to ensure high-quality academic **and** enrichment services opportunities are provided.	General plan as to how the lead organization/agency will collaborate throughout the school year with targeted school staff and stakeholders to continually assess needs **and** refine activities and services to ensure high-quality academic **and** enrichment services opportunities are provided.	Vague or ill-defined plan as to how the lead organization/agency will collaborate throughout the school year with targeted schools and stakeholders to continually assess needs **and** refine activities and services.
	c) **Leveraging of school and community-based resources**	Detailed description of how school **and** community-based resources will be leveraged (including roles) to ensure that a fast start up is feasible **and** will support strong implementation of proposed activities and services.	General description of how school **and** community-based resources will be leveraged to implement the proposed program but leaves some doubt about ability to get off the ground quickly **or** support sustained implementation.	Vague or confusing description of key resources secured to implement the proposed program.
	d) **Plan for seeking support to sustain program beyond grant**	Detailed and convincing approach to increasing community support **and** securing funding beyond the grant.	General approach to increasing community support **and** securing funding beyond the grant.	Vague or limited description regarding increasing community support **and/or** securing funding beyond the grant.

Circle your score for Capacity to Implement, Partner, and Sustain. Note: An empty text box or entry of 'N/A' in the narrative box will 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

IV. 8. Capacity to Implement, Partner, and Sustain (*20 Points*)

a) past experience/success or capacity to provide high-quality academic and enrichment activities and services;

b) plan to collaborate with targeted schools and stakeholders throughout the year to continually assess students and refine activities and services to ensure ongoing high-quality; academic enrichment opportunities are provided;

c) ability to leverage school and community-based resources (intended collaborations and partnerships) to enhance proposed services); and

d) approach to funding sustainability after the grant ends.

IV. 9. Evaluation Plan and Use of Data *(20 Points)*

9. Evaluation Plan and Use of Data: Describe:
  a. a clear set of program effectiveness/student success measures aligned to the program's proposed goals, objectives, **and** outcomes, including <u>at least</u> one program attendance measure, **and** one academic performance measure, **and** one family engagement measure;
  b. a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed;
  c. the organizational capacity to implement proposed data collection plan **and** for completing reporting; and
  d. how data will be used for program improvement **and** evaluation reports will be shared.

The text box below is limited to 15,000 characters including spaces

IV. 9. Evaluation Plan and Use of Data
(20 Points)

Evaluation Plan and Use of Data: *(20 is the highest possible score.)*

The applicant includes: a) a clear set of program effectiveness/student success measures aligned to the program's proposed goals, objectives, and outcomes, including <u>at least</u> one program attendance measure, one academic achievement/performance measure, and one family engagement measure; b) a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed; c) a description of the organizational capacity to implement proposed data collection plan and for completing reporting; and d) a description of how data will be used for program improvement and evaluation reports will be shared.

Dimensions		Leading (20-15)	Developing (14-7)	Lacking (6-1)
Applicant provides:	a) **Program effectiveness measures aligned to proposed goals, objectives, and outcomes**	Clear and specific articulation of program effectiveness/student success measures that are aligned with the program's proposed goals **and** objectives (including <u>at least</u> one program attendance measure, **and** one academic achievement/performance measure, **and** one family engagement measure).	Somewhat clear articulation of program effectiveness/student success measures that are aligned with the program's proposed goals **and** objectives (including <u>at least</u> one program attendance measure, **and** one academic achievement/performance measure, **and** one family engagement measure).	Incomplete or confusing description of program effectiveness/student success measures.
	b) **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 (including assurances that the organization has access to the student-level data described).	General description of how student data of various types will be collected **and** analyzed to evaluate program effectiveness (including assurances that the organization has access to the student-level data described).	Vague or confusing description of how student data will be collected and analyzed to evaluate program effectiveness.
	c) **Organizational capacity to implement proposed data collection plan and for completing required reporting**	Clear and convincing description of organizational capacity (internal or external) to implement the proposed data collection plan **and** for completing required reporting.	Somewhat clear or general description of organizational capacity (internal or external) to implement the proposed data collection plan **and/or** for completing required reporting.	Vague or confusing description of organizational capacity for data collection and reporting.
	d) **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 ensure ongoing, continuous program improvement (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 ensure ongoing, continuous improvement **and/or** how evaluation reports on program effectiveness will be shared.	Vague or confusing description of how data will be used to improve the program **and/or** to report on program effectiveness.

Circle your score for Evaluation Plan and Use of Data. Note: An empty text box or entry of 'N/A' in the narrative box will 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

IV. 9. Evaluation Plan and Use of Data *(20 Points)*

a) clear set of program effectiveness/student success measures aligned to the program's proposed goals, objectives, and outcomes, including at least one program attendance measure, one academic achievement/performance measure, and one family engagement measure;

b) data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed;

c) description of the organizational capacity to implement proposed data collection plan and for completing reporting; and d) a description of how data will be used for program improvement and evaluation reports will be shared.

IV. 10. Budget Narrative and Alignment
(10 Points)

10. Budget Narrative and Alignment: Applicant must provide description of:
   a) Alignment of costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).
   b) Narrative that illustrates that costs are reasonable and necessary given the program design and size; **and** reflects source(s) and use of braided funds (if applicable); **and** reflects the average cost per student expenditure for the program.

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IV. 10. Budget Narrative and Alignment *(10 Points)*

14. Budget Narrative and Alignment: *(10 is the highest possible score.)*

The applicant provides a detailed budget narrative that demonstrates that: a) costs are aligned with proposed program activities, services, and administration; and b) costs are reasonable and necessary given the design scope and size of the proposed program.

	Dimensions	Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a) **Budget narrative aligns to proposed program**	Detailed budget narrative that clearly aligns costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).	General budget narrative that provides somewhat clear alignment of costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).	Budget narrative is incomplete or unclear as to how costs align with the programming purpose or needs.
	b) **Costs are reasonable and necessary**	Detailed budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size; and reflects source(s) and use of braided funds (if applicable); and reflects average cost per student expenditure for the program	Budget narrative that generally demonstrates that most costs are reasonable and necessary; And reflects braided funds (if applicable); and reflects average cost per student expenditure for the program	Incomplete or unclear breakdown of costs raises serious questions about whether costs are reasonable and/or necessary.

Circle your score for Budget Narrative and Alignment. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

	10	9	8	7	6	5	4	3	2	1

This space provided to record your notes on this section.

IV. 10. Budget Narrative and Alignment *(10 Points)*

a) are aligned with proposed programming and administrative functions; and

b) are reasonable and necessary given the design scope and size of the proposed program.

Overall Proposal Alignment *(10 Points)*

Overall Proposal Alignment (All) *(10 is the highest possible score.)*

Applicant provides a proposal that, as a whole, is: a) coherent and aligned across all sections of the application; and b) makes a compelling case for the need and rationale for the program and its likelihood for positive student impact (measurable student success).

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a) **Alignment across sections of the proposal**	Well-written proposal that is coherently aligns 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.
	b) **Case for need and for the likelihood of measurable student success**	Proposal makes a compelling case for need and rationale for the program, and for the likelihood of measurable student success.	Proposal makes a general case for the need and for the likelihood of measurable student success.	Proposal lacking or incomplete in the case it makes regarding the need, and for any likelihood of measurable student success.

Circle your score for Overall Proposal Alignment. No individual text box. Score for overall alignment across all narrative sections.

10	9	8	7	6	5	4	3	2	1

This space provided to record your notes on this section.

Overall Proposal Alignment *(10 Points)*

a) coherent and aligned across all sections of the application; and

b) makes a compelling case for the need and rationale for the program and its likelihood for positive student impact (measurable student success).

Level II Review:
Priority Points and Technical Deductions

Summary of Competitive Priority Points

Potential Competitive Priority Points	Maximum Point(s)
Joint Applicants	1
• CSI/TSI Feeder School Determination	1-2
• Chronic Absenteeism	1
• Short-Term Out-of-School Suspension or In-School Suspension	1
• Unserved Counties	2
• Serving Rural Counties	1-3
County Distress Ranking (Tiers)	1-2
Demonstrated Use of Braided Funds	1
Implement Rauma-Informed Practices	1
Total Maximum Possible Priority Points	**14**

Level II Priority Points Review

➢ Priority points in the amounts indicted are reviewed, and if all criteria have been met as required, priority points may be added to the average score of an application.

Level II Application Review for Priority Points

Optional Documents that become **Required Documents** if applying for specific priority points:

- Memorandum of Understanding (MOU)
- Trauma Informed-Practices Assurances Form
- Braided Funds with Partners Table Form

If not completed as required, priority point will not be assigned.

All documents requiring a signature, must include authorized signatures from all joint applicants.

Level II Application Review: Technical Deduction

➤ Any required document not completed or submitted in its entirety and/or missing handwritten or official electronic signatures will be considered incomplete and will receive a point deduction(s) for each incomplete required document submitted.

➤ Any technical deduction will be applied to the averaged score of an application.

Level II Application Review: Technical Deductions – (1) Point Each

- Basic Organization Form

- Good Standing Document

- Statement of Assurances

- Debarment Certification

- Criminal Background Checks Certification

- Written Fiscal Procedures

- Financial Audit/Status Statement

- Private School Consultation

- Public Notice

- Total Cost Worksheet

- 21st CCLC Proposed Feeder School(s) w/School Poverty & Performance Status

- Data Integrity & Confidentiality

- System for Award Management (SAM) Registration Confirmation Notice

- Sample Program Schedule

Pitfalls to Avoid

Ensure Eligibility

Make sure that:

- Organization/Agency is in Good Standing

- The Absolute Priority is met

- That minimum student slots are met

- That funding amount aligns with student slots

- Eligibility to serve PreK – must be administered by an LEA

If Pursuing Priority Point(s)

Make sure:

- To check the box for the priority point(s) that you are pursuing

- Complete all documentation as instructed

- Include signatures from all joint applicants on all Required Documents

- All Required Documents are completed in full

- All Grant Details sections are completed in full

How to Avoid Technical Deductions

Make sure:

- To use the most current template provided
- All Required Documents are uploaded, can be opened, and are readable
- All documents requiring signatures have all the required signatures
- SAM documents must reflect active status
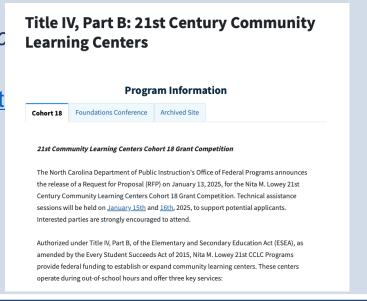- Follow instructions for Private School Consultation forms

Resources

21st CCLC Website

- PowerPoint and live recordings will be available on the 21st CCLC website by the end of the week and our YouTube Channel, https://youtu.be/Zo8M0JEftsY.

- The FAQ document will be available on the website on January 21, 2025.

- *Any questions about the application or process needs to be directed to NCDPI staff.*

Scroll down past the grant competition announc

NCDPI 21st Century Community Learning Cent

Title IV, Part B: 21st Century Community Learning Centers

Program Information

Cohort 18 | Foundations Conference | Archived Site

21st Community Learning Centers Cohort 18 Grant Competition

The North Carolina Department of Public Instruction's Office of Federal Programs announces the release of a Request for Proposal (RFP) on January 13, 2025, for the Nita M. Lowey 21st Century Community Learning Centers Cohort 18 Grant Competition. Technical assistance sessions will be held on January 15th and 16th, 2025, to support potential applicants. Interested parties are strongly encouraged to attend.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, Nita M. Lowey 21st CCLC Programs provide federal funding to establish or expand community learning centers. These centers operate during out-of-school hours and offer three key services:

21st CCLC Office Hours

- January 30, 2025, at 10:30am-12:00pm
- Link will be on 21st CCLC Website

Key Competition Timeline

January 9	Per State Board of Education policy- Approval of the Cohort 18 RFP
January 13	CCIP Application Opens at **8:00 am**
January 15th and 16th, 2025	Technical Assistance (TA) Webinars
Can be accessed online at any time	CCIP Virtual New Users Training Password for Training kSZGyiv4 CCIP New Users Training Link
February 18, 2025	Applications Due – Application submitted through CCIP and time stamped by 12:00 p.m. NOON Eastern Standard Time. Applications must at least be at 'Draft Completed' to be considered for review and/or evaluation.
May 1, 2025	SBE Meeting – Anticipated meeting for new grant recommendations for SBE review and approval as Action on First Reading.
May 5, 2025	Notifications to Approved/Not Approved Applicants – Applicants notified of approval or non-approval.

Competition Timeline

TENTATIVE TIMELINE - (*NOTE: Dates are subject to change.*)

January 15th and 16th, 2025	Technical Assistance (TA) Webinars
	
	January 15th – Virtual TA Webinar Day 1 (10am-12 noon)
	
	    Registration Link
	
	    RFP Cohort 18 Day 1 TA Webinar Link
	
	January 16th – Virtual TA Webinar Day 2 (10am-12 noon)
	
	    Registration Link
	
	    RFP Cohort 18 Day 2 TA Webinar Link

Can be accessed online at any time	CCIP Virtual New Users Training Password for Training kSZGyiv4 CCIP New Users Training Link
January 13, 2025	Application opens in CCIP
February 18, 2025	Applications Due – Application submitted through CCIP and time stamped by 12:00 p.m. NOON Eastern Standard Time. Applications must at least be at 'Draft Completed' to be considered for review and/or evaluation.
February-April	Level I, II, and III Reviews

Competition Timeline

May 1, 2025	<u>SBE Meeting</u> – Anticipated meeting for new grant recommendations for SBE review and approval as Action on First Reading.
May 5, 2025	<u>Notifications to Approved/Not Approved Applicants</u> – Applicants notified of approval or non-approval.
May 15, 2025	<u>Virtual Initial Onboarding for Summer ONLY awardees</u> Summer Only Onboarding Cohort 18 Webinar Registration
May 16, 2025	CCIP opens for Summer ONLY awardees for Related Documents and 208 Form Uploads at 8 a.m.
June 20, 2025	CCIP Related Documents and 208 Form Uploads due for Summer Only awardees to be considered on time for NCDPI Programmatic Risk Assessment

Competition Timeline

July 29, 2025	In person Onboarding for ALL awardees at Foundations Conference- Location TBA 9am 4pm
August 4, 2025	CCIP opens for Academic School Year awardees for Related Documents and 208 Form Uploads at 8 a.m.
September 5, 2025	CCIP Related Documents and 208 Form Uploads due for Academic School Year awardees to be considered on time for NCDPI Programmatic Risk Assessment

Questions?

North Carolina Department of
PUBLIC INSTRUCTION