

FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program

FAQ

For the purposes of this document, the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program will be referred to as FY24 SEG.

Where can the RFP be located?

The RFP and PowerPoints for the FY24 SEG webinars can be found in the [21st CCLC website](#).

What is the grant cycle for the FY24 SEG?

March 1st through September 2nd, 2024

When is the FY24 SEG application due?

The application and related documents must be uploaded into CCIP, and the status of the application must be changed to at least "Draft Completed" by **12:00 p.m. NOON EDT, October 31, 2023**.

Will there be a summer mini grant offered this year in addition to the FY24 SEG? This will determine if we apply and which schools and students we intend to serve.

No, there will not be any other summer mini grant. The FY24 SEG will be the only competition for summer 2024.

When will applicants be notified of award status?

All applicants will be notified within one week of State Board of Education approval of recommended applications.

We currently do not have a 21st CCLC grant. Can we apply for the FY24 SEG?

No, only applicants who are currently receiving 21st CCLC funds for the 2023-2024 academic year (i.e., subgrantees in Cohort 15 and/or Cohort 16) are eligible to apply for the FY24 SEG.

Our current 21st CCLC grant does not include summer programming. Can we apply for the FY24 SEG?

Yes, applicants who currently hold a 21st CCLC grant but do not operate a summer program are eligible to apply to expand their services.

Can I serve the same students that I am currently serving in my 21st CCLC standard summer program?

Eligible applicants may only propose to serve the same feeder schools and target student populations as their standard 21st CCLC grant if:

- (a) the applicant's proposed summer intensive program is occurring on different dates before and/or after the completion of the standard 21st CCLC summer program, and/or
- (b) the applicant's proposed summer intensive program is occurring on the same dates as the standard 21st CCLC summer program but is not being implemented at the same time (i.e., the summer enhancement program must occur before and/or after standard 21st CCLC summer program hours on a given day).

Can we do two 2–3-week sessions? For example, one for rising 5th and one for rising 9th?

Yes, applicants can apply for multiple focus areas.

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How many family educational workshops is my organization required to host if we propose to run multiple types of program focus areas (e.g., 5th to 6th grade transition and a preschool to kindergarten transition programs)?

Applicants are required to propose the implementation of two (2) family educational workshops per program focus area. Because the transition programs for different grade levels would typically occur across different schools, then the family educational workshops would most likely need to address content related to the transitions and may not be applicable when looking at different transition programs. Thus, in this example, if the same applicant is applying for both transition programs, then a total of four (4) family education workshops would most likely be needed (two for each transition focus).

If I am proposing to implement a 5th to 6th grade transition program focused on social-emotional learning as well as a separate comprehensive mental health program for middle school students, can I invite the families from both the transition program and the mental health program to attend the same family educational workshops?

In this example, since the multiple focus areas of your program are (a) proposing to serve the same age range of students (i.e., all middle school students) and (b) all have a mental health focus, as long as there is an overlap in the 2-3 week implementation timeline, then an applicant may propose to host **two** (2) larger family educational workshops. The content of the workshops must address both focus areas. In this example the **two** (2) combined family educational workshops must be implemented during the overlapping week(s) of all program focus areas.

Do all students enrolled in the FY24 SEG have to be served for the entirety of the program? Yes, to maximize the potential impact on student achievement and overall success, programs should make every attempt to promote regular attendance of the same students served each day of operation.

Are we limited to only serving students in the grade levels that we currently serve under cohort 15 or 16? For example, our current 21st CCLC grant serves 1st-3rd grade, and we would like to serve rising 6th graders.

No. You are not required to serve those grades currently being served by your 21st CCLC program. For this example, if your current 21st CCLC grant serves 1st-3rd grade, you could apply to serve rising 6th graders with the Summer Enhancement Grant.

If we are planning to focus on a transition program, such as 5th grade to 6th grade transition, which feeder school should complete the collaboration form?

Programs that intend to operate a transition program should collaborate with the feeder school students plan to attend for the 2024-2025 school year. If you are planning to implement a 5th grade to 6th grade transition program, collaborating with the middle school will be beneficial in ensuring that the necessary skills and activities for incoming 6th graders are incorporated.

Also, please note if you are an LEA/PSU and plan to operate a kindergarten transition program, **the program must occur at the feeder school(s) that will be receiving the rising kindergarteners.**

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If we have difficulty loading our information into the application document, may we respond on a separate document and attach our answers to the original application document and upload it in CCIP as one file?

No. We have tested the application document and there should be no issues with loading the information. If you have any questions or issues with any of the required or optional documents, please contact your program administrator.

If each site plans to utilize the same schedule, do multiple copies of the same schedule need to be uploaded for each site?

No. For all sites using the same schedule, a note indicating all sites will follow the same schedule would be sufficient.

How do we determine our service area for private schools?

Consult the [NC Private Schools list](#) and determine which, if any, schools are in your service area. The service area is defined as a feeder school's attendance zone. If they are within your service area, then you will need to complete the private school consultation paperwork.

If an LEA/PSU already completed private school consultation for Title I and other federal funds, do we need to complete an additional consultation specifically for this opportunity?

Yes, if your recent consultation with private schools did not include information for the FY24 SEG.

To receive the joint application priority point, do non-LEAs have to partner with an LEA/PSU to receive the point, or would a collaboration with a community organization suffice?

To receive a priority point for a joint application, the non-LEA **must** partner with an LEA/PSU. Applications that are submitted jointly are those where the PSU and participating organization(s) are applying together as co-applicants and share equal responsibility for the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program. In cases of joint submittal, all required documents must be signed by the person(s) with signatory authority for all participating co-applicant organizations and uploaded in the appropriate place in the Related Documents section of the Funding Application in CCIP.

For additional information on joint applications please refer to page 8 of the [FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant RFP](#).

If applying as a joint applicant, do I need to provide a partnership agreement, a letter of commitment, or MOU?

Memorandums of Understanding (MOUs) are required for all applicants applying jointly. MOUs should be uploaded under "Optional Documents" in the Related Documents section of the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP).

If programs are **not** filing a joint application, but want to demonstrate community support, programs have the option of providing a partnership agreement or letter of commitment.

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What are the requirements for being considered a joint applicant?

Applying as joint or co-applicants is not merely a partnership. In addition, an organization contracted to provide services is not considered to be a joint or co-applicant. To be considered as a joint applicant, there must be evidence that:

- (1) The PSU and at least one other organization collaborated extensively in the planning and design of the summer intensive program;
- (2) Each co-applicant organization has substantial roles to play in the delivery of services;
- (3) All co-applicant organizations share grant resources to carry out their roles;
- (4) All co-applicants have significant and ongoing involvement in the management and oversight of the program; and
- (5) An agreement among the co-applicants and the fiscal agent has been signed that specifically states that the fiscal agent cannot act as 'flow-through' for grant funds and does not subgrant to other recipients. For example, applicants are not permitted to subgrant a significant portion of their award to a single entity.

If I am proposing to implement a kindergarten transition program and a comprehensive mental health program, would identifying a student attendance measure for the transition program and then a student engagement measure for the mental health program meet the evaluation requirements?

No. For the above example, in order to meet the evaluation requirements, you must identify at least one (1) student attendance measure **AND** at least one (1) student engagement measure for the kindergarten transition program. In addition, you must identify at least one (1) student attendance measure **AND** at least one (1) student engagement measure for the mental health program.