



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

21st Century Community Learning Centers



Request for Proposals 2021-2022

Due Date: 12:00 p.m. NOON EDT, May 13, 2021

The North Carolina Department of Public Instruction (NCDPI) is pleased to announce the 21st Century Community Learning Centers (CCLC) 2021-2022 Request for Proposals. Please note that all federal funds are contingent upon Congressional approval of the budget on an annual basis.

NOTE: Applicants are strongly encouraged to read this entire document, as well as the associated Application Guidance and Planning Worksheet 2021-2022 document, prior to beginning their proposal. Please consider all requirements for eligibility, assurances, funding methods, disqualification, and data collection and reporting prior to submitting a proposal.

TABLE OF CONTENTS

TENTATIVE TIMELINE	3
GENERAL INFORMATION.....	4
Background of the 21st Century Community Learning Centers (CCLC)	4
Purpose of the Grant	4
Eligibility to Apply.....	5
Basic Grant Parameters.....	6
Priority for Awards	6
Absolute Priority	6
Competitive Priorities	6
Grant Awards and Duration	8
Continuation of Funding Requirements.....	8
Good Standing	9
21st Century Community Learning Centers Federal Reporting Requirements.....	10
HOW TO APPLY.....	10
Complete and submit the Intent to Apply form by March 26, 2021.	11
Attend an Applicant Technical Assistance Meeting	11
Apply for an NCID User Account.	11
Register for one CCIP Training session.	11
Obtain a Dun and Bradstreet D-U-N-S number.....	11
Develop the organization’s proposal to be entered into Grant Details Section in CCIP.....	12
Upload documents to the Related Documents section in CCIP	12
Submit the application in CCIP by 12:00 p.m. NOON EDT on May 13, 2021.....	12
Funding Application Components	13
Grant Details Section	13
Budget Section.....	27
Related Documents Section	30
APPLICATION REVIEW AND SELECTION PROCESS.....	33
APPENDICES	36
Appendix A: Glossary of Terms.....	36
Appendix B: Sample Program Schedules.....	41
Appendix C: Resources	44
Appendix D: Application Scoring Rubric	47

TENTATIVE TIMELINE - (<i>NOTE: Dates are subject to change.</i>)	
March 8, 2021	<p><u>Request for Proposals Announcement</u> – Information provided on multiple websites and online mailing lists.</p> <p><u>RFP Planning and Guidance Document Available</u> – All documents will be available on CCIP and the 21st CCLC Website.</p>
March 2021	<p><u>Technical Assistance (TA) Webinars</u> – Registration information and links will be posted on the 21st CCLC web page.</p> <p>March 16th – Virtual TA Webinar (1pm-3pm)</p> <p>March 19th – Virtual TA Webinar (9am-11am)</p>
March 17 & 24, 2021	<p><u>CCIP Virtual Training</u> – Registration information and links will be posted on the 21st CCLC web page.</p> <p>March 17th – Virtual Webinar</p> <p>March 24th – Virtual Webinar</p>
March 26, 2021	<p><u>Intent to Apply</u> – Intent to Apply forms completed and submitted to the NCDPI.</p>
March 29, 2021	<p><u>CCIP Opens</u> – Application Materials and Required Document Templates become available to applicants</p>
April 13 & 20, 2021	<p>April 13th – Virtual TA Office Hours [drop-in] (9am-11am)</p> <p>April 20th – Virtual TA Office Hours [drop-in] (1pm-3pm)</p>
May 13, 2021	<p><u>Applications Due</u> – Application submitted through CCIP and time stamped by 12:00 p.m. NOON Eastern Daylight Time.</p>
May 14, 2021	<p><u>NCDPI - Login and Screening</u> – Applications list downloaded from CCIP; Applications are “Screened for Completeness”</p>
May – July 2021	<p><u>21st CCLC Application Review (SERVE & NCDPI)</u></p>
August 5, 2021	<p><u>SBE Meeting</u> – Anticipated meeting for new grant recommendations for SBE review and approval as Action on First Reading.</p>
August 6-13, 2021	<p><u>Notifications to Approved/Not Approved Applicants</u> – Applicants notified of approval or non-approval and provided with comments for improvement.</p>
August 16, 2021	<p><u>CCIP Re-Opens for Budget Submission/New Related Documents</u></p>
August 17, 2021	<p><u>Onboarding TA Webinar (Part I)- Reviews Funding Awards, Budget Approvals, Electronic Vendor Verification, ERaCA access</u></p>
September 30, 2021	<p><u>Budget 208 and Required Documents Due in CCIP</u></p>
October 2021	<p><u>Allotments Dispersed</u></p>
November 2021	<p><u>Onboarding TA Webinar (Part II)- Data Collection and Compliance Monitoring</u></p>

GENERAL INFORMATION

Background of the 21st Century Community Learning Centers (CCLC)

The 21st Century Community Learning Centers (CCLC) Program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Every Student Succeeds Act (ESSA) of 2015. Beginning with grants initially funded in the 2017-2018 school year, 21st CCLC programs must comply with the provisions outlined in ESSA. Additional information about ESSA is located [HERE](#).

The U. S. Department of Education (USED) awards formula grants to the North Carolina Department of Public Instruction (NCDPI) which in turn makes *competitive reimbursement grants* available to eligible entities. Generally, a new competition is offered once every three years. Please note that availability of grant funds for new competitions and continuation awards is contingent upon budget approval by the U.S. Congress each year. Visit the [21st CCLC web page](#) for additional information as it becomes available.

Section 4204(a) of the ESSA defines Expanded Learning Programs (ELPs) as enrichment and academic activities that are included as part of a program that provides students at least 300 additional program hours before, during, or after the traditional school day. In addition, ELPs must supplement, but not supplant regular school day requirements. States receiving 21st CCLC funds may, but are not required, to support ELP activities. At this time, the North Carolina 21st CCLC program does not include ELPs as defined under the ESSA in the competitive grant program.

Section 4204(j) of the ESSA describes that a state may, but is not required, to renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period. North Carolina does not currently offer renewability as allowed under the ESSA.

Purpose of the Grant

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, the purpose of the grant is to provide federal funds to establish or expand community learning centers that operate during out-of-school (OTS) hours with three specific purposes:

- 1. Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students (particularly students in high poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and math.**

The 21st CCLC program supports the creation of community learning centers that provide safe learning environments for students, particularly students who attend high-poverty and low-performing, Comprehensive Support and Improvement (CSI), and/or Targeted Support and Improvement (TSI) schools. Centers provide a range of academic enrichment services to support student learning and personal development. These services can include but are not limited to: tutoring and mentoring, homework assistance, academic enrichment (such as small group reading circles, math manipulatives, or hands-on science or technology programs). Activities need to be engaging as well as effective to ensure active student

participation.

- 2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.**

The program should be designed to improve academic achievement and to engage students in quality enrichment opportunities. For students who have not been successful in the regular day school, more of the same is not likely to produce success. In general, enrichment activities are multi-disciplinary whereby the student must use academic skills from multiple subject areas learned during the school day. Enrichment activities should also broaden students' experiences by including the arts, recreation, health, and cultural activities.

- 3. Offer families of students served by 21st CCLCs opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.**

21st CCLC programs must also offer families of participating students educational and personal development opportunities, particularly in the area of literacy and math. Effective 21st CCLC programs facilitate parent engagement opportunities designed to support a child's academic and social development that are different and more frequent than have been traditionally offered by the regular school day program.

Eligibility to Apply

Section 4201(b)(3) of ESEA defines eligible entities as a local educational agency (LEA), community-based organization (CBO), faith-based (FBO) Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b), another public or private entity, or a consortium of two or more such agencies, organizations, or entities.

Section 4204 (b)(2)(H) of ESEA, requires applicants to provide a description of the partnership between an LEA a CBO, FBO and other public or private organizations, if appropriate. If the local applicant is another public or private organization (e.g., an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.

An organization and/or individual (i.e., Registered Agent) acting as a Fiscal Agent can only apply for **one** 21st CCLC grant per competition and entities cannot apply on behalf of someone else.

NOTES:

- The agency completing the application and submitting through CCIP must be the operator of the 21st CCLC Program.*

- *Grant awards will be paid to the subgrantee listed in the application. All bank accounts, correspondence and documentation must use the subgrantee name for the duration of the program.*

Basic Grant Parameters

In NC, local boards of education must offer kindergarten as a part of the public-school system for all children living in the local school administrative unit who are eligible for admission (§115C-47). While the ESSA does not expressly prohibit serving preschool children in the 21st CCLC program, North Carolina offers awards to sub-grantees that provide services to school-age children enrolled in kindergarten through high school grades. All grant proposals must include a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week during the academic school year. All proposed program offerings must be during out-of-school time including before school, afterschool, weekends, or intercessions. Each enrolled student must be given the opportunity to attend academic and enrichment activities a minimum of 12 hours each week in order to provide a quality program that fosters maximum positive impact on students' development and learning. Travel time does not count towards the 12-hour minimum requirement and quality contact time should encompass the entire targeted student population each day for each site where centers are located (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

NOTE: While the U.S. Department of Education allowed individual States to apply for a waiver to utilize 21st CCLC grant funds during the regular school day in Fiscal Year 2021, at this time there is no indication another such waiver will be offered. Therefore, all grant proposals should adhere to the out-of-school time requirement in planning for their Fiscal Year 2022 program schedules.

Program Fees

The intent of the 21st CCLC program is to ensure equal access to all students (and their families) targeted for services; therefore, fees cannot be collected for participation in the 21st CCLC program. If fees have been collected for student participation in the past, no fees can be collected for participation in the program going forward.

As of the 2021-2022 funding period, programs found to be collecting fees for student participation in 21st CCLC programs or that deny student access to 21st CCLC programs because of inability to contribute to the costs of the program will be ineligible for 21st CCLC funds or continuation of 21st CCLC funds and may be required to repay funds received through 21st CCLC grants to the State.

Priority for Awards

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 (Title I) 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.

Competitive Priorities

Section 4204(i)(1)(B) of ESEA also requires that States must give competitive priority to applications that are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. The statute provides an exception to this requirement for an LEA that can demonstrate that it is unable to partner with a public or private community organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21st CCLC program.

Applications that are submitted jointly are considered to be those where the LEA and participating organization(s) are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all required documents must be signed by the person with signatory authority for all participating organizations and uploaded to CCIP and uploaded in the appropriate place in the Related Documents section of the Funding Application in CCIP (1 point).

In addition to joint submissions (as defined above), the State will also give competitive priority to proposals which:

1. Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools (3 points) or a combination of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools (2 points). [Refer to the State CSI/TSI 2018-2019 list.](#)
2. Propose to provide a summer program component (1 point).

There will not be priority consideration based on the region served by the 21st CCLC program as three (3) 21st CCLC grants will be awarded per each State Board of Education (SBE) region of the state pending submission of quality applications by at least three eligible organizations in the SBE Region and following Level I and Level II reviews. After regional awardees are identified, additional organizations may be recommended for the award based on total application score and ranking, without regional consideration.

Quality Review Scores and Technical Deductions

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 quality band, Excellent (79-95), Strong (63-78), or Average (49-62) to be considered for funding. Applications that fall into quality band Weak (37-48) or Unacceptable (36 or below) will not be considered for funding regardless of the SBE Region.

In addition to a quality review score, all applications will receive a technical review to ensure all required and related documents are complete, including all official signatures on all required documents. Any required document(s) not completed or submitted in its entirety and/or is missing handwritten or official electronic signatures will be considered incomplete in its submission and will receive a point deduction(s) for each incomplete required document submitted. Any technical review point deductions will be applied to the final score of the application, reducing the final score.

NOTE: If recommended for funding, any incomplete data on required documents must be resolved prior to the distribution of funds to an awardee. Failure to submit completed required documents by September 30, 2021, may result in loss of award.

Grant Awards and Duration

The U.S. Department of Education encourages State education agencies (SEAs) to consider awarding fewer but more substantial awards – large enough to fully implement comprehensive plans described in successful grant applications – rather than a larger number of small awards unlikely to have any measurable impact on student achievement. In North Carolina, applicants may request funds ranging from \$50,000, not to exceed \$400,000 per year based on: 1) needs identified in the community and schools; 2) scope of the program; 3) proposed number of students served; 4) program design; and 5) funds needed for summer programming within the total amount requested.

To determine the level of funding eligibility, organizations will utilize the [Wallace Foundation Out-of-School Time Cost Calculator](#) and the [North Carolina Department of Commerce County Tier Designations](#). Each organization will complete the Wallace Foundation Out-of-School Time Cost Calculator with information tailored to that organization's proposed program and will upload into CCIP a printout of the results. Additional details on utilizing the Wallace Foundation Out-of-School Time Cost Calculator to provide an annual total program cost, see Funding Application Grant Details Box 1 on page 13-14.

North Carolina 21st CCLC grants may be continued for up to two (2) additional years. Continuation awards are contingent upon availability of federal funds and are based on the program's ability to demonstrate compliance with state and federal laws, progress towards fully implementing the approved program, and progress towards local program goals including enrollment and attendance goals.

Each sub-grantee can be awarded funds for the academic year starting on July 1st of the initial year and ending on September 30th of the following year (e.g., July 1, 2021 through September 30, 2022). Since 21st CCLC grants are made available on a reimbursement basis, applicants are strongly encouraged to secure sufficient funding or a line of credit to operate the 21st CCLC program for approximately a three-month period. Reimbursement requests must be based on actual allowable expenditures versus encumbrances made prior to the September 30th deadline. Expenditure documentation to support reimbursement requests are required to be submitted to DPI. There is no liquidation period. All unspent funds remaining at the end of the annual funding period will revert to the state.

NOTE: The number of awards and the award amount will be based on the final U.S. Department of Education (USED) award notification to the State and the number of quality proposals approved. The award period is contingent upon final SBE approval of the Allotment Policy Manual for the 21st CCLC program.

Continuation of Funding Requirements

Studies have shown that the more a child participates in afterschool programs, the more likely they are to show academic and social gains. To allow youth to take advantage of all that 21st CCLC programs offer, there must be steady attendance and access to programs over a significant period of time. 21st CCLC programs are not drop-in programs. Students are expected to participate in 21st CCLC programs on a regular basis. Sub-grantees are expected to recruit and provide continuous services designed to encourage full participation in all the daily activities and long term engagement. Additionally, sub-grantees are expected to develop and communicate policies to families that

emphasize the importance of regular daily attendance in the 21st CCLC program. The NCDPI will closely monitor both student enrollment and average daily attendance (ADA) in order to ensure that programs are serving the number of anticipated students identified in the grant application, and to offer support and strategies to improve consistent attendance. Upon approval of the grantee's budget for the first year of the grant award, funds will be allotted as follows:

1. Initial allotment equal to 34% of total approved grant award;
2. Second allotment equal to 34% of the total approved grant award if 50% of enrollment goal is met; and
3. Final allotment equal to 32% of the total approved grant award if 75% of enrollment goal is met.

NOTE: While students are enrolled on the first day that they enter the program, students must attend the program for ten days before their attendance counts toward meeting the overall enrollment goals.

A grantee not meeting 75% of its proposed enrollment goal by the end of the first year may request a voluntary reduction of funds for future years. If a grantee requests a voluntary reduction after the first year of the grant award, but is able to provide sufficient documentation that it can increase enrollment to exceed or meet (at minimum) 75% of their initial proposed enrollment in subsequent years of the renewal period, the sub-grantee may be eligible to receive the total award for that year.

The NCDPI will closely monitor both student enrollment and average daily attendance (ADA) in order to ensure that programs are serving the number of anticipated students from the original grant application, and to offer support and strategies to improve consistent attendance.

NOTES:

- *Applicants must implement plans as approved during the award period. Significant changes to the program design without prior approval from the NCDPI Federal Program Monitoring and Support Division staff for programmatic amendments may result in delays or loss of funding during subsequent years of the continuation period.*
- *Expansion of existing programs means that any currently funded 21st CCLC applying for new funding may not apply for duplicate funding for the same project and schools/sites.*
- *Sub-grantee's continuation of funding may be terminated due to: failure to meet program goals, low ADA, noncompliance with reporting requirements, insufficient fiscal documentation, or misuse of funds.*

Good Standing

Organizations previously and/or currently receiving federal or state out-of-school time funding must be in good standing with NCDPI in order to receive a grant award through this RFP.

To be in good standing, applicants must:

- have submitted all final evaluation reports and data as required and,
- finalized all comprehensive program and/or fiscal monitoring review findings or questioned costs and,
- have no unresolved fiscal findings from a previous fiscal year (FY20 or earlier) by the Office of the State Auditor (OSA) at the time the application is due (May 13, 2021).

If the applicant organization is deemed Not in Good Standing by the NCDPI Federal Program

Monitoring and Support Division at any point during the Level II or Level III reviews, the application may be identified as “Not Recommended” for funding to the SBE.

21st Century Community Learning Centers Federal Reporting Requirements

It is important for applicants to know in advance that if they are successful in this competition, there are federal reporting requirements. Thus, successful grantees will be required to collect, manage, and report data by center on participating students to the NCDPI annually. The NCDPI, in turn, submits the required data from grantees to the USED, which in turn, produces annual reports on the 21st CCLC program nationally.

The key purposes of data collection are to: (1) complete federal reporting requirements; (2) demonstrate that substantial progress has been made towards meeting the objectives of the 21st CCLC program as outlined in the grant application, including enrollment data; and (3) provide information for local, state, and federal program evaluations. For the most recent federal reports, see <https://www2.ed.gov/programs/21stcclc/performance.html>. The NCDPI also generates annual state progress monitoring reports using the grantee-provided data supplemented with student achievement data (see <https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/21st-century-community-learning-centers/cclc-evaluation>).

In terms of data entry required of grantees, some states have their grantees enter their data directly into the federal web-based reporting system called 21APR Federal Data Collection System. However, in order to better manage data quality, the NCDPI requires grantees to enter their data on centers, staffing, activities provided, and participants into a state database called 21DC and then the NCDPI submits the aggregated grantee data into the 21APR Federal Data Collection System.

In addition to information entered on centers, staffing, and activities, there are two kinds of required data on individual participants that grantees must enter in the NCDPI’s database (21DC).

Student Attendance: Grantees must enter the daily attendance in the afterschool program for every enrolled student. The federal reporting requires indicating the number of their participants who attended for less than 30 days, 30-59 days, 60-89 days, and 90 days or more. The expectation is that the majority of students will be “regular” attendees which the federal guidance indicates as students who attend the 21st CCLC program 30 days or more annually. Attendance in summer programs must also be reported, in a separate “term” in 21DC.

Student Academic Improvement Over the Year of Participation: Grantees must submit data on participating students’ improvement over the academic year. The NCDPI requires that grantees use a short Teacher Survey for this purpose such that grantees collect data from a classroom teacher for each “regular” attending 21st CCLC student in the spring of the year. Grantees must enter the teachers’ survey responses about extent of improvement for “regular attendees” into 21DC.

NOTE: Given the above reporting requirements, it is important that applicants consider whether they have the capacity to complete the required data management and reporting before applying.

HOW TO APPLY

All applications for the 2021-2022 competition for the 21st Century Community Learning Centers

(CCLC) grants must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). Applicants may find it helpful to use the Application Planning Worksheets to begin collecting the necessary information and to ensure that all narratives are drafted prior to entering the information into the CCIP system. Applicants do not have to enter all information into CCIP at one time. They can enter information and return to add or edit information until the time that the Draft Completed box has been checked. More information about how to enter application information into CCIP, training dates, and the 2021-2022 Guidance and Application Planning Worksheet can be found on the [21st CCLC web page](#). Only applications submitted through CCIP will be reviewed and evaluated. Applications must be submitted through Draft Completed in CCIP by 12:00 p.m. EDT on May 13, 2021.

Complete and submit the [Intent to Apply](#) form by March 26, 2021.

Information collected through the Intent to Apply documents will be used to determine staff needs for the Level I review process. Please note that the submission of the Intent to Apply form is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.

Attend an Applicant Technical Assistance Meeting

The NCDPI will conduct virtual technical assistance webinars and office hours for potential applicants in March 2021. Attendance is not mandatory in order to apply but is encouraged as potential applicants may gain clarification on the 21st CCLC program purpose and grant competition. Dates, times, and registration information will be posted on the [21st CCLC web page](#).

Apply for an [NCID User Account](#).

A valid North Carolina Identification (NCID) is required to access CCIP. If you are already entering data into a NCDPI data system (e.g., 21DC or CCIP), then you will not need a new NCID. However, if you do not have an NCID, please register for an account. LEA personnel should go through their local NCID administrator. If there is no NCID administrator, they should register as a 'Local Government' entity. All other organizations should register as a 'Business' entity. Please note that the NCDPI CCIP Administrator CANNOT reset passwords or create accounts.

Register for one CCIP Training session.

All LEAs in North Carolina have local staff trained on the use of the web-based grants management system, CCIP. If you are unaware of staff trained on the system, please contact someone in your local Title I office to identify the local User Access Administrator (UAA).

For organizations that have NOT been trained on the system, attendance at a training session for using the grants management system, CCIP, is required in order for applicants to be set up as users in the system to allow organizations to submit a final application for review. All CCIP Trainings for the 2021-2022 RFP will be virtual. Applicants are encouraged to register early to ensure that space is reserved on the applicant's preferred date. Registration information is posted on the [21st CCLC web page](#).

Obtain a [Dun and Bradstreet D-U-N-S number](#).

Each organization applying is required to have a Dun and Bradstreet D-U-N-S number in order to

complete the 21st CCLC application through the CCIP system. This information must be entered into the Grant Details page of the Funding Application. The CCIP system will not allow the user to submit its application without the number being entered into the correct field. D-U-N-S Number assignment is FREE for all organizations required to register with the US Federal government for contracts or grants. If you currently have a D-U-N-S number, you do not need a new one.

Register with the [System for Award Management \(SAM\)](#)

Registering with the System for Award Management (SAM) is a required step for your organization to be able complete the 21st CCLC application through the CCIP system. Confirmation that you have successfully registered your organization with the US Government's SAM system must be uploaded to the Related Documents page of the Funding Application. The CCIP system will not allow the user to submit its application without the SAM registration confirmation. To register with SAM, applicants must first have a D-U-N-S number, as well as a Taxpayer Identification Number (TIN) or Employment Identification Number (EIN). It can take up to two-weeks to register with SAM. SAM registration must be renewed annually. If you have a current SAM registration, you do not need to re-register, however, you will still need to upload your most recent SAM registration confirmation to CCIP. To check your registration status, search the records located on the SAM webpage linked above.

Develop the organization's proposal to be entered into Grant Details Section in CCIP

To assist the applicant in formulating narratives and budget for completing application, we have provided a template that allows the applicant to begin collecting and editing proposal content in a format simulating the CCIP application. Although using the Application Planning Worksheets is not required and will not be collected, it is strongly recommended to ensure that all necessary information is collected by the applicant prior to entering information into the CCIP system.

The Application Planning Worksheet document can be found on the [21st CCLC web page](#).

Upload documents to the Related Documents section in CCIP

There are 13 Required Documents (14 if submitting a joint application) that must be completed, signed, dated and uploaded to CCIP for your application to be considered complete and to avoid technical point deductions. There are additional Optional Documents that may be uploaded as supplemental information to the application. For further explanation of Required and Optional Documents, refer to Application Components section below.

NOTE: If an applicant is filing as a Jointly Submitted application between an LEA and public or private community organization, the Memorandum of Understanding becomes a Required Document.

Submit the application in [CCIP](#) by 12:00 p.m. NOON EDT on May 13, 2021

Once the organization has a D-U-N-S number, an NCID, is registered in SAM, and the proposal is drafted, all information, including Required Documents must be entered on the web-based grant management system. Only those proposals that are submitted through CCIP as **'Draft Completed'** by **12:00 p.m. NOON EDT May 13, 2021**, will be reviewed and/or evaluated. Please note that once the application is submitted, no changes can be made to the proposal.

Funding Application Components

The Funding Application contains sections for the proposed Budget, Grant Details, and Related Documents. The Application Planning Worksheet consists of the Grants Details, which have subsections with text fields or check boxes requiring entry. All fields require entry. The following provides directions for completing each section of the funding application, as well as guidance about how to conceptualize the narrative and calculate budget information for completing the Planning Worksheet. Applicants will also want to review the Scoring Rubric when developing narrative for sections seven (7) through thirteen (13).

Grant Details Section

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

Box 1: Total Amount Requested

Organizations are eligible to receive three-year grants of not less than fifty thousand dollars (\$50,000) and up to four hundred thousand dollars (\$400,000) a year, based on the proposed number of students served, with an option for a second and third year of funding. Applicants must enter the total amount requested to support the school year and if the applicant is proposing to operate a summer program component, the total amount should include those anticipated costs as well.

Projected program costs must be based on a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week. Each enrolled student must be given the opportunity to attend academic and enrichment activities a minimum of 12 hours each week in order to provide a quality program that fosters maximum positive impact on students' development and learning. Travel time does not count towards the 12-hour minimum requirement and quality contact time should encompass the entire targeted student population each day for each site where centers are located (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

NOTE: All federal funds are contingent upon annual budgetary Congressional approval. The requested total amount of funds is a request and may not reflect the final amount approved by the State Board of Education (SBE). The

SBE has final funding approval for competitive grants.

Calculating Out-of-School Time (non-school hours - after and before school, evenings, Saturdays, and summer) programming requires a two-step process:

1. The first step will be to use the [Wallace Foundation Out-of-School Time Cost Calculator](#) to determine costs for afterschool and summer programs. Separate calculations are required for afterschool programming and summer programming. Wallace Foundation Out-of-School Time Cost Calculator inputs must be based on a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week. Among its output, the Cost Calculator will provide an annual total program cost with low, median, and high estimations. Each organization will complete the Cost Calculator with information tailored to that organization’s proposed program and will upload printout(s) of the results within the Required Documents Section of the funding application.
2. The second step requires that the [North Carolina Department of Commerce County Tier Designations](#) be applied to the Wallace Foundation Out-of-School Time Cost Calculator results to determine the funds the applicant is eligible to receive based on the number of students served by program. City organizations will use the Tier designation for the county in which they are located. No organization is eligible to receive a grant award totaling less than \$50,000 or more than \$400,000 after Cost Calculator and Tier Designations are applied. Cost Calculator results must be uploaded in the Related Documents section in CCIP.

County Tier Designation	Annual Wallace Calculator Estimation Level	Percentage of Allowable Requested Funds
Tier 1 Counties (most economically distressed)	High	90% of high annual estimation
Tier 2 Counties	Median	85% of median annual estimation
Tier 3 Counties (least economically distressed)	Low	80% of low annual estimation

NOTE: Those applying for afterschool and summer programs must provide a separate printout for each program component.

Box 1: Proposed Number of Afterschool Slots

Applicants must enter the total number of slots (i.e., total student enrollment) the proposed program intends to serve across all program sites.

Box 1: Proposed Number of Summer Slots

Applicants must enter the total number of slots (i.e., total student enrollment) the proposed program intends to serve across all program sites.

Box 2: Absolute Priority

Under Section 4203 of the ESEA, the State must give priority to applications proposing to primarily serve students that attend schools eligible for Title I, Part A schoolwide programs.

Applicants must include the names of proposed feeder schools that will be served in the 21st CCLC program. Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate. For information on the poverty rates of schools and Title I eligibility status, go to: [NC Public School Poverty Percentage Link](#).

NOTE: In the Required Documents section, using the 21st CCLC Proposed Feeder School(s) with School Poverty and Performance Status template provided, applicants must 1) list the public feeder schools, 2) indicate the average percentage of low-income children attending the public schools who will participate in the 21st CCLC program, and 3) indicate their designation if low-performing, CSI, or TSI school.

Box 3: Competitive Priorities

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

1. Jointly submitted by at least one local education agency (LEA) and one other eligible entity, OR
 LEA is unable to partner with a public or private community organization (If checked, please explain using the narrative box provided.)
2. Propose that all (100%) schools to be served are identified as [Comprehensive Support and Improvement \(CSI\) schools](#) and/or [Targeted Support and Improvement \(TSI\) schools](#):
 3 points if 100% of identified schools are designated as CSI,
 2 point if 100% of identified schools are a combination of CSI and TSI
3. Propose to provide a summer program component (1 point)

Applications that are submitted jointly are considered to be those where the LEA and public or private community organization are applying together and share equal responsibility for the 21st CCLC program. Partnering agencies and organizations must develop and submit a Memorandum of Understanding (MOU) detailing each partners' responsibilities.

In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required, and all signed documents uploaded in the appropriate places of the Required Documents section of the Funding Application in CCIP. Each joint applicant must submit all the following documents signed by the LEA superintendent (or designee) and the community organization's chief executive officer:

- Basic Organization Information
- Statement of Assurances
- Debarment Certification
- Criminal Background Checks
- CCLC Data Integrity and Confidentiality Certification
- Memorandum of Understanding (MOU)
- Organizational Chart (illustrating executive and key personnel of fiscal agent and partners)

NOTES:

- *Applicants must identify the priority points for which they are applying and document eligibility for each.*
- *Any applicants proposing to provide a summer program component must propose to include that component for each of the years funded in the grant cycle.*
- *Any required document(s) not completed or submitted in its entirety and/or is missing handwritten or official electronic signatures will be considered incomplete in its submission and will receive a point deduction(s) for each incomplete required document submitted.*
- *Any incomplete data on required documents must be resolved prior to the distribution of funds to an awardee. Failure to submit completed required documents by September 30, 2021, may result in loss of award.*

Box 4: Organization Type

Applicants must indicate the organization type that is submitting the application as the Fiscal Agent Organization for the grant. If at any time the Organization Type changes, it is the responsibility of the Fiscal Agent Organization to notify the NCDPI Federal Program Monitoring and Support Division of information that changes.

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

Box 5: Program Structure

Availability

Applicants must indicate when programming will be offered during each year of the grant funding. Programs may be offered as out-of-school time (OST) – after school, before school, evening, Saturdays, and during summer or intersessions when outside of the regular school year.

Students Served

Students participating in public schools providing instructional programs for kindergarten through high school grades are eligible to participate in 21st CCLC programs. In NC, local boards of education must offer kindergartens as a part of the public-school system for all children living in the local school administrative unit who are eligible for admission (§115C-47). While the ESSA does not expressly prohibit serving preschool children in the 21st CCLC program, North Carolina offers awards to sub-grantees that provide services to school-age children enrolled in kindergarten through high school grades.

Applicants must indicate the grade level(s) of student to be served in the program. The grade level indicated should be aligned to the inputs provided for the [Wallace Foundation Out-of-School Time Cost Calculator](#).

Program Centers

21st CCLC programs may be located in schools, community and/or faith-based facilities. If

programs are operated in facilities other than a school, the facility must be at least as available and accessible to the participants as if the program were located in a school. Program officials are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that facilities for community learning center programs must be accessible to persons with disabilities.

Applicants must list all sites (i.e., centers) where 21st CCLC programs will be operated during the regular school year and during the required summer component. For each site, list the days of operation, number of hours offered each week, and total number of enrollment slots that will be available for students. Afterschool and summer program components should be clearly identified and listed separately. Please note that programs must offer a minimum of fifty (50) slots for a minimum of twelve (12) hours per week during the regular school year and the summer component of the program at each site where centers are located.

NOTE: For activities carried out in public schools, the 21st CCLC grant requires equitable participation of private school students, students with disabilities, teachers, and other educational personnel who are a part of the target population.

Box 6: Program Abstract

While this narrative section is not scored, applicants must provide a concise program abstract to assist reviewers in understanding the overall program needs and goals. Program abstracts are much like any other summary in that their main goal is to provide a condensed version of the content of a longer proposal. The program abstract is typically written after the entire proposal is complete and can be viewed as a synopsis of the key aspects of the proposed project.

As a brief summary, the program abstract should communicate the program goals and intended impact, clearly frame the intent of the proposed project, and describe how the proposed project will meet the needs of the target population.

The Remaining Narrative Boxes within the Grant Details Section of the Funding Application are scored for points. An empty narrative box, or entry of "N/A" in a narrative box will yield a score of zero (0) points for that item.

Box 7: Needs Assessment (10 points)

Applicants must provide a:

- clear description of those the program proposes to serve including: feeder school(s), students, and the community.; [Refer to the State CSI/TSI 2018-2019 list.](#)
- clear and succinct summary of relevant data from multiple sources that effectively demonstrates the needs of stakeholders.; and
- clear, concrete, and convincing summary of the unmet needs of those the program proposes to serve.

Applicants must conduct and describe a school and community needs assessment to determine the focus of the grant proposal. A needs assessment will help to identify both the needs of the students and the gaps in services that are necessary to assist them. Data should be both quantitative and qualitative and should come from a combination of school and community data. A synthesis of the data should be the basis of determining the program's design and Annual Performance Goals. These data may include, but are not limited to the following:

- Poverty rates in the schools to be served;
- Percentage or recent growth of Limited English Proficient students and adults;
- Reading and math scores;
- Educational levels for the identified students and their families;
- Trends in EOC and EOG test data, especially for any low-performing schools, Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI) schools to be served;
- School truancy rate;
- Juvenile crime rates;
- Violent and drug-related offenses;
- Short-term suspension or office referral rates;
- Long-term suspension or expulsion data;
- Attendance data;
- Graduation rates;
- School dropout rate;
- Survey results that support program needs;
- Interviews with stakeholders; and
- Other county, school, or public school unit data.

Applicants must provide a description of the community and school(s) to be served (including reference to CSI and/or TSI schools if applying for the applicable priority point) by citing factors that impact the educational outcomes of the identified students. An effective assessment of needs will include trend data over a minimum three-year period within the last five years.

Box 8: Program Design (20 Points)

Applicants must propose programs that are of sufficient scope to fully implement comprehensive plans that are most likely to have a measurable impact on student achievement. In general, community learning centers offer programs during out-of-school time (OST) – non-school hours or periods when school is not in session (such as before and after school, during summer recess or intersessions). Out-of-school time (OST) programming must be based on a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week during the school year to provide each enrolled student with quality academic enrichment activities that foster maximum positive impact on students’ development and learning.

The applicant must clearly describe the overall afterschool and summer (if applicable) program design and its alignment with the needs of students from low-income families and targeted low-performing schools, (including reference specific to CSI and/or TSI school(s) if applying for applicable priority point). Afterschool and summer program components should be clearly identified and described separately.

Additionally, for afterschool and summer (if applicable) program components applicants must provide a:

- clear summary of the overall program design with specific alignment to the identified stakeholder needs;
- focused and clear description of planned academic improvement activities that will address

- students' academic needs (help students meet State academic standards);
- clear description with justification for enrichment activities that complement the regular academic program;
- clear rationale for proposed program academic and enrichment components (using evidence from research, best practice, prior experience); and
- clear description of the overall schedule of activities to be provided to students.

Program Activities

Applicants must indicate the activities that will be offered in the 21st CCLC program to improve the academic achievement of students during the academic year and summer (if applicable). 21st CCLC program activities are those statutorily authorized events or undertakings at the center that involve one or more program participants.

Sample Program Schedule

Applicants must provide a sample schedule for one week/month of programming. If the program schedule varies between sites, provide a sample schedule for each. If a summer program will be offered, describe the summer schedule also. Sample schedules may be found in Appendix B.

Rationale for Key Program Components

Applicants must describe the rationale for key program components—including citing the research, evidence base, and/or best practice literature that supports the impact of the proposed activities and practices on academic performance, achievement, post-secondary and workforce preparation, or positive youth development of the students.

NOTES:

- *If applicant is currently operating a 21st CCLC program, specifically describe how the new proposal will expand or enhance the current program (i.e., new schools/sites and/or new grade levels).*
- *If applicant is currently operating a 21st CCLC program, the applicant may not apply for duplicate funding for the same project and schools/sites and grade levels.*

Box 9: Family Engagement (10 Points)

Applicants must describe the activities that will be offered to families of students served by community learning centers that include ongoing regular communication and opportunities for literacy and related educational development activities that support their student's academic needs. Parental/family involvement is critical in promoting not only student success, but also program success. A large body of research has shown there is a significant link between family involvement and student achievement. Therefore, 21st CCLC programs will be required to provide meaningful activities to parents of participating students.

Applicants must provide a:

- clear description for assessing the needs of families (including literacy and educational development) for planning activities that will assist families in effectively supporting their student's academic success;
- clear description of kinds of engagement activities (including literacy or related educational development) that will be offered to help families effectively support their student's academic success; and

- clear description of when family engagement activities will occur (i.e., schedule of monthly or quarterly activities).

Prospective grantees should design a plan for implementing activities for parents of participating students that may include, but are not limited to the following:

- Literacy training in English and math
- English as a Second Language training
- GED preparation classes
- High school completion classes
- Parenting education classes
- Computer training programs

These activities may be aimed at improving the skills of parents and/or at supporting the connection between parents and their children's learning needs.

Box 10: Project Administration (10 points)

Applicants must provide a:

- clear description of proposed outreach activities designed to inform the community about the 21st CCLC program (e.g., access, student progress, family engagement opportunities);
- detailed staffing plan that describes how the program will ensure well-trained professionals are recruited and retained to ensure continuity of operations and programming (including non-licensed staff and volunteers);
- well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education; and
- clear and specific description of how students will be safely transported to and from the 21st CCLC center and home.

Community Outreach

Applicants must provide a clear description of proposed outreach activities designed to inform the community about the 21st CCLC program (e.g., access, student progress, family engagement opportunities). Since outreach strategies must be designed to ensure that information is made broadly available to the community, applicants should provide a marketing and communication plan that describes the various types of information to be shared with the community (e.g., registration/access, successes), the format of those communications (e.g., website, newsletter, stakeholder meetings), a timeline of when various strategies will be implemented, and/or the persons responsible for each strategy. Communication must be presented in a manner that is understandable and accessible.

Staffing Plan

Applicants must describe processes and procedures for hiring and retaining staff. A detailed staffing plan must include the roles of key personnel and expected qualifications (e.g., program director site coordinators, teachers), planned recruitment and retention strategies to ensure high quality staffing, and methods for volunteer management (if applicable).

Recruitment and retention depend on a variety of factors including the needs of the program,

available resources, and local workforce. When recruiting and retaining staff including volunteers, 21st CCLC program directors should employ a variety of methods including the following:

- matching staff with positions that allow them to exhibit their strengths;
- providing time for staff meetings on program improvement and addressing student needs;
- ensuring that staff members have access to materials and resources that inform their work; and
- providing staff continual feedback on how to improve their practice.

Staff members should be hired according to the sub-grantee's written procedures and policies. Sub-grantees must ensure that staff members have received appropriate and thorough training on program requirements, program design, and program goals and objectives. Staff must be well informed about their job descriptions, performance expectations, and information regarding the evaluation of their job performance.

[The North Carolina Afterschool Professional Core Competencies](#) should serve as a guide to directors for identifying appropriate staff for each level of responsibility in the 21st CCLC program. The competencies outline eight key content areas of skill and knowledge for afterschool program staff and are categorized according to five levels necessary to ensure quality programming. The skill levels establish a continuum from beginning workforce skills (Level 1) to an advanced level of skill, which includes academic preparation (Level 5). Depending on a professional's role, setting, or experience, he or she may have skills at varying levels in the different areas. Not all programs will employ staff persons at each level. The site also offers an evaluation instrument, sample job descriptions, and sample professional development plans. Additionally, applicants can refer to the [National Afterschool Association Core Knowledge and Competencies](#) outlines and self-evaluation tools.

Professional Development

A well-trained staff is critical to the success of a 21st CCLC program; thus, applicants must provide a well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education. Initial and ongoing staff training increases the likelihood that all program goals will be met. All staff and volunteers should be appropriately trained on policies and procedures related to expectations for staff, student engagement, and student health, safety and well-being.

In addition to using the North Carolina Afterschool Professional Core Competencies as a guide for selecting staff, this valuable resource should also be used when making decisions about professional development for staff working in the 21st CCLC program. Identifying existing skills and knowledge of each staff member serves as a way to individually support professional growth with skills and abilities necessary to work with school-age children and youth in out-of-school time programs. Written professional development plans should include both activities for all staff as well as activities to address individual staff needs.

Student Transportation

Applicants must provide a clear and specific description of how students will be safely transported to and from the 21st CCLC center and home. Regardless of where the 21st CCLC program takes place, applicants must ensure that students travel safely to and from the community learning center and home and must describe how this will be accomplished. For sites operating on school

campuses, this will include information on supervision of students arriving and departing from the 21st CCLC program. For sites operating off school campuses, information must be provided as to how students will be transported to the center in a way that makes the program as accessible to them as if it were on a school campus. 21st CCLC programs must provide transportation for all participants as needed.

Box 11: Capacity to Implement, Partner, and Sustain (10 Points)

The establishment of collaborative partners is critical to both the implementation and sustainability of the 21st CCLC program. Collaborative partners provide resources which may be defined as contributions of expertise, facilities, in-kind or other types of services. Identify the partnering organization contributing each resource. A collaborative partner provides routine, regular, and ongoing services to the program as outlined in a signed partnership agreement. Vendors are not considered to be collaborative partners, but are paid contractors who provide specific, time-limited services.

Applicants must provide a/an:

- extensive record of past success in implementing proposed services or a compelling description of how the lead organization and/or its partners will ensure high-quality academic enrichment services are provided;
- clear description of how the lead organization/agency will collaborate throughout the school year with targeted schools to continually assess needs and refine activities and services to ensure high-quality academic enrichment services are provided;
- detailed description of available key resources to implement the proposed program;
- clear and specific description of how community-based resources will be leveraged (intended collaborations and/or partnerships with other organizations to enhance proposed services);
- clear description of how lead organization/agency will collaborate throughout the school year with targeted schools to continually assess needs and refine activities and services; and
- convincing approach to increasing community support and securing funding beyond the grant.

Applicants must describe the process and action steps that will be implemented to promote sustainability beyond the grant. In support of the sustainability plan, programs must maintain accurate records and track data to demonstrate success. Data that substantiates children’s academic and personal growth resulting from the 21st CCLC funded program can illustrate to community members, parents/guardians, and potential funders the importance of continuing the work beyond the 21st CCLC funding cycles.

NOTE: If the organization is a previous recipient 21st CCLC applicant, the applicant must describe how the previous program impacted student achievement.

Box 12: Evaluation Plan and Use of Data (15 points)

A clear evaluation plan will demonstrate how the applicant proposes to hold itself accountable for monitoring and reporting on its program effectiveness. It will identify and describe the measures of student success to be used; how the data on participating students will be collected and analyzed; and how the data will be used for formative (program monitoring and improvement) and summative (student progress and accountability) purposes.

Applicants must provide a:

- Clear and specific articulation of program effectiveness measures with a focus on student attendance and achievement;
 - At least one program attendance measure (e.g., average number of days attended and/or number/percent of students who did not meet, met, or exceeded 30-day attendance threshold for “regular attendee”)
 - At least one academic achievement measure (e.g., EOG/EOC results, district or school assessment results, improvements in student grades, teacher reported improvements in homework or class participation, etc.).
- Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness (preference in table form, see example below);

Type/Name of measure	Description of measure	How data will be collected (e.g., district EOG, attendance collected & entered daily)	Timeframe for data collection	How data will be analyzed or reported (e.g., pre/post averages for achievement measures)
1.				
2.				
3.				

- Clear and convincing description of how data will be used to improve the program (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared with 21st CCLC program stakeholders and NCDPI.
 - Formative purposes (e.g., discussions of needed program improvements and/or annual planning-goals and objectives)
 - Summative purposes (e.g., assessing student progress and annual evaluation reporting to stakeholders, the community, and state).

Sometimes, external evaluators are used when an organization desires an independent assessment of the program. The use of an external evaluator is not required. If an external evaluator has agreed to serve as the evaluator for the program, the evaluation plan should identify that individual and/or organization. A description of the qualifications and responsibilities of the evaluator should also be included. If the services of an external evaluator are solicited, the amount to be paid to the evaluator from grant funds cannot exceed three percent (3%) of the grant award amount. If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other resources.

NOTE: If 21st CCLC funds are used to pay for an external evaluation, a copy of the evaluation must be provided to the NCDPI Federal Program Monitoring and Support Division.

Box 13: Budget Narrative and Alignment (10 points)

Applicant must provide a detailed:

- Budget narrative that clearly aligns to activities and administration proposed for program; and
- Description that sufficiently demonstrates that costs are reasonable and necessary given the program design and size.

Applicants must provide a detailed description for the amount in each object code included in the budget grid in the Budget section. Narratives should be written in such a way that someone not specifically familiar with the project can understand the rationale for and calculation of the anticipated costs identified.

Allowable and Non-Allowable Costs

As a rule, program funds may be used only to cover costs that (1) comply with the approved grant application and budget and (2) are reasonable and necessary for the proper and efficient performance and administration of the grant. “A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.” ([EDGAR 2 CFR Part §200.404](#)).

Applicants must be able to demonstrate the extent to which the costs are reasonable in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.

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

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

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

- Purchase of vehicles
- Costs for developing the proposal
- Food purchases for staff
- Fundraising costs

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

NOTE: For further guidance on allowable and non-allowable costs, refer to the [NCDPI 21st CCLC Grant Guidance](#).

Budget Narrative Requirements

Personnel – Enter a description of the itemized personnel (staff) costs requested (e.g., Program Director, other project staff, consultants, etc.). Provide a brief explanation of the work to be completed by each position budgeted for the project and how the work of each budgeted position will support the purpose and goals of the overall project. Within the Personnel category, document the fringe benefits rate applied to each budgeted staff position assigned to the project.

All personnel (including contracted personnel) working for the 21st CCLC program must be paid hourly. For LEAs that pay stipends for additional responsibilities, the hourly rate of pay does not apply. Each program must submit a pay rate schedule to the NCDPI 21st CCLC program staff prior to the first payroll.

NOTE: In general, total salaries and employer taxes (e.g., FICA, Social Security, Medicare) for all employees for each 21st CCLC program should not exceed seventy percent (70%) of the total yearly budget. For more information related to salaries and personnel costs, refer to the [NCDPI 21st CCLC Grant Guidance](#).

Operational Costs – Enter a description of each budgeted cost item and explain the need for each item, how it will further the objectives of the project, and how the cost estimation was determined.

Purchased Services – Explain the need for each purchased service and how their use will support the purpose and goals of the project. For each sub-grant or sub/contract, describe the associated activities, scope of work or services to be provided and how the costs were estimated. If budgeting for a procurement action, document if a solicitation process has occurred or if the contract will be a sole source. Applicants should exercise caution in selecting subcontractors to implement specific program components. Grantees may not enter into contracts with any party that is debarred or suspended or excluded from or ineligible for participation in federal programs under Executive Order 12549, “Debarment and Suspension.” For a list of NC Debarred Vendors, go to: <https://ncadmin.nc.gov/documents/nc-debarred-vendors>

Supplies/Materials – Describe and itemize the materials and supplies requested for purchase, the intended purpose, and how the estimated costs were determined for each item.

Equipment/Furniture Purchases – Describe and itemize the equipment requested for purchase, the intended purpose of each item, and how the estimated costs were determined. These costs should only include the costs to purchase new equipment needed to complete the project and not

equipment rental costs or costs for equipment already owned by the applicant organization, which should typically be listed in the Other Direct Costs budget category.

Grantees must conduct an inventory of equipment purchased with grant funds once every year and reconcile that information with the property records. For purposes of this grant, an equipment inventory is required annually.

If equipment is to be used during the regular school day hours, the cost of the equipment must be prorated based upon percentage of use in the 21st CCLC afterschool or summer program. Only the prorated amount can be charged against the 21st CCLC grant.

Grantees must maintain effective control and accountability for all grant cash, real and personal property, and other assets. Additional information is provided in the NCDPI 21st CCLC Grant Guidance Document explains these requirements.

Conflicts of Interest

All potential conflicts of interests should be avoided. According to the general procurement standards, the non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if they have a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of their immediate family, their partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

[\(EDGAR 2 CFR §200.318\)](#)

Within the 21st CCLC program, conflicts of interest could include:

- Employing immediate family members as contract labor for services.
- Having a program employee serve as a vendor.
- Purchasing supplies from a company in which a program employee has a financial interest.

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

Box 14: Dun and Bradstreet D-U-N-S Number

Applicants who do not have a Dun and Bradstreet D-U-N-S number must obtain one in order to complete the 21st CCLC application through the CCIP system. Applicants who currently have a D-U-N-S number do not need to obtain a new one. This information must be entered into a field in the application that will not allow the user to submit its application without the number being entered.

Overall Proposal Alignment (10 points)

Rubric item only. NOT a separate narrative section for applicants to complete in Grants Detail.

In addition to the sections that will be scored as a part of the peer-review process, applications will be reviewed for overall proposal alignment. Please note, this is not a separate section within the Funding Application, rather is a review across multiple sections within the Grant Details and Related Documents Sections of the Funding Application.

Applicants should provide a proposal that, as a whole, is aligned and coherent. More specifically applicants should ensure that they submit:

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

After scoring each of the individual sections of the application described previously corresponding to sections in the CCIP, the grant reviewers will be asked to score the overall proposal in terms of its alignment across all sections and in terms of how well it makes a compelling case for the need and rationale for the program and for the likelihood of measurable student success (additional 10 points maximum). Thus, it is important for applicants to ensure that the sections form a coherent whole. For example, the needs identified in Needs Assessment should be consistent with the activities proposed in the Program Design and Family Engagement sections. The Evaluation Plan should identify student success measures that make sense given the Needs Assessment and Program Design. The Budget Narrative and costs proposed should line up with what is proposed across the various sections of the application.

The importance of this overall alignment between need, program activities proposed, evaluation plan, and budget/cost of the proposed program is reflected in the language below from the ESSA of 2015. As described in Every Student Succeeds Act of 2015, for a program or activity to meet the measures of effectiveness, programs shall:

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

Budget Section

The Budget Section within the Funding Application of CCIP includes a Budget Grid that captures a high-level view of the total requested award amount broken down into account code structure utilized by NCDPI. Data entry into the Budget Grid will be manual, i.e., no feeds from BAAS for the PSUs. Purpose Codes describe the overall reason for which something exists or is used and include the activities or actions that are performed to accomplish the objectives of the organization. Object Codes refer to the service or commodity obtained as a result of a specific expenditure. (See

Broad Descriptions and Links below.) The approved list of all Budget Codes for the 21st CCLC Grant can be found in the NCDPI Chart of Account (COA) for PRC110. ([CLICK HERE](#))

Object Code Purpose Code	Salaries 100's	Employer Provided Benefits 200's	Purchased Services 300's	Supplies and Materials 400's	Total
5000's - Instructional Services					0
6000's - System Wide Support Services					0
7000's - Ancillary Services					0
8000's - Non- Programmed Charges					0
Total	0	0	0	0	0
				Adjusted Allocation	
				Remaining	0

NCDPI Purpose Codes Summaries

Purpose Code 5000 – Instructional Services:

Instructional services include the costs of activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom or in another location for the 21st CCLC program. Included here are the costs of salaries and benefits for teachers, instructional assistants, instructional leadership and support staff, as well as contracted instructional services, instructional supplies, materials, and equipment, professional development, and any other cost related to direct instruction of students. Any site-based instructional supervisor or coordinator coded to this function should spend at least 75% of their time on these duties. Costs of activities involved in evaluating, selecting, and implementing instructional tools and strategies, curriculum development, demonstration teaching, and delivering staff development are also included here. Please note that the use of an external evaluator is allowed, but not required. The cost of the external evaluation must not exceed an amount equal to three percent (3%) of the total grant award.

Purpose Code 6000 – System-Wide Support Services:

Support services include the costs of activities providing support for the 21st CCLC program regardless of where these services are housed. These services provide administrative, technical, personal, and logistical support to facilitate, sustain, and enhance instruction. Included here are the costs of salaries and benefits for program leadership, support and development and associated support staff, and contracted support services. Costs of activities involved in

developing/administering budgets, authorizing expenditures of funds, evaluating the performance of subordinates, developing policies for the program as a whole are included here. Administrative costs should be reflected in purpose code 6000.

Purpose Code 7000 – Ancillary Services

Activities that are not directly related to the provision of education for pupils in a local school administrative unit. These include community services, nutrition services and adult services provided by the school system. For the purposes of the 21st CCLC grant, the only allowable ancillary services that can be charged to the 21st CCLC grant would be nutritional services related to programming outside of the regular school day hours.

Purpose Code 8000 – Non-Programmed Charges

Non-programmed charges for the 21st CCLC grant include amounts expended for indirect costs charged to a grant. Indirect cost rates for LEAs and non-LEAs are calculated by the NCDPI and communicated to grantees on an annual basis. Grantees may spend no more than the calculated rate of each year's budget on activities related to the fiscal agent's administration of the 21st CCLC grant (Indirect Cost).

[NCDPI Object Codes Summaries](#)

Salaries (100)

Amounts paid to persons who are employed by the local school administrative unit in a permanent, temporary, or part-time position or one who substitutes for those in permanent positions.

Employer Provided Benefits (200)

Amounts paid by the local school administrative unit on behalf of employees, in addition to the regular salary. Such payments are fringe benefit payments, and while not paid directly to employees, nevertheless is part of the total compensation cost of the employee.

Purchased Services (300)

Amounts paid for personal services rendered by personnel who are not on the payroll of the local school administrative unit and other services that the local school administrative unit may purchase.

Supplies and Materials (400)

A supply item is any article or material which meets any one or more of the following conditions: 1) it is consumed in use; 2) it loses its original shape or appearance with use; 3) it is expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit rather than repair it (which is not true of equipment); 4) it is an inexpensive item, having characteristics of equipment, whose small unit cost makes it inadvisable to capitalize the item; and 5) it loses its identity through incorporation into a different or more complex unit or substance.

NOTE: The proposed budget submitted with the 21st CCLC Competitive Grant Program application is NOT the approved budget for release of funds. Once the new grant proposals have been approved for funding and designated grantee staff have been provided technical assistance by the NCDPI, the awardees will be required to submit a detailed proposed budget under the appropriate Purpose Codes and Object Codes folders as described in the FPD 208 in the [CCIP Document Library](#). Prior to the actual release of funds, the NCDPI must review and approve the detailed budget.

Related Documents Section

Required Documents

Basic Organization Information – (template provided)

For the purposes of the 21st CCLC program, the Fiscal Agent is the eligible entity that is authorized to receive funds from the NCDPI. All information and signatures must be completed by an authorized representation of the applying organization. During the application process, the Fiscal Agent should designate a primary individual as the point of contact for 21st CCLC fiscal management, including receiving notifications of grant application status. The Basic Program Information Sheet is used to notify the applicant as to the status of the application whether it is approved or not approved.

Among other things, the Fiscal Agent is responsible for receiving, managing, and administering all financial costs and expenditures in accordance with program requirements, and maintains the documentation needed to support the use of funds. The Fiscal Agent is responsible for ensuring that sub-grantees (including other partners when the sub-grantee is a group or partnership) and contractors are aware of the requirements associated with maintaining verifiable fiscal records associated with the services or other contributions provided by the organization. If at any time the Fiscal Agent changes from the one identified in the approved proposal, it is the responsibility of the Fiscal Agent to notify the NCDPI Federal Program Monitoring and Support Division of any changes.

In cases of joint submittal, Basic Organization Information (template provided) will need to be copied so that each agency, entity, or organization has signed where required:

Assurances – (template provided)

Applicants should read carefully all Assurances listed on the 21st CCLC Grant Application. Any questions on these Assurances may be discussed during one of the technical assistance workshops. The Assurances, Debarment Certification, and the Criminal Background Check Certification pages must be signed by an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant in order for the application to be considered.

In cases of joint submittal, Statement of Assurances will need to be copied so that each agency, entity, or organization has signed where required.

Debarment Certification – (template provided)

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 13 CFR Part 145. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). The Assurances, Debarment Certification, and the Criminal Background Check Certification pages must be signed by an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant in order for the application to be considered.

In cases of joint submittal, Debarment Certification will need to be copied so that each agency, entity, or organization has signed where required.

Criminal Background Checks Certification – (template provided)

All staff and volunteers working with students must undergo criminal background checks at

the federal, state, and local level. A current and accurate criminal history check must be completed for all individuals, paid or unpaid, working with children either in person or via phone/internet in the program prior to that individual working with students including, but not limited to certified teachers, any school district staff, and any person that will be tutoring or directly working with students. No staff or volunteers may begin working with students in the 21st CCLC program until the criminal background checks have been completed and cleared. Background checks obtained/submitted by employees or volunteers must not be accepted. Any persons that are or have been convicted of any heinous crime against youth or any violent criminal acts must automatically be disqualified from employment.

In cases of joint submittal, Criminal Background Checks Certification will need to be copied so that each agency, entity, or organization has signed where required.

Organizational Chart – (no template)

The organizational chart should illustrate executive and key personnel of fiscal agency and all partners, and the relationships of the roles within the program. All Organizational Charts must be updated with accurate names of program staff employed by the grant within 60 days of any awarded program beginning operations.

NOTE: The Basic Organization Information, Assurances, Debarment Certification, the Criminal Background Check Certification, and the Memorandum of Understanding pages must be signed by an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant. In cases of joint submittal, all documents requiring signatures will need to be copied so that each agency, entity, or organization has signed where required.

Written Fiscal Procedures – (no template)

EDGAR specifies the fiscal requirements for grants and the associated agreements with state and local governments. Standards for financial management systems include:

Effective control and accountability must be maintained for all grant and sub-grant cash, real and personal property, and other assets.

Grantees and sub-grantees must adequately safeguard all such property and must assure that it is used solely for authorized purposes.

Actual expenditures or outlays must be compared with budgeted for each grant or sub-grant. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payrolls, time and attendance records, contract and sub-grant award documents, etc.

EDGAR does not stipulate a particular kind of accounting system. However, it is not sufficient to record that \$5,000 was spent on equipment. The accounting system must maintain \$5,000 was spent on a computer from [NAME] Company and the date of the purchase. Spreadsheet programs, especially for smaller grantees, are usually sufficient.

Written fiscal procedures must be in place. As applicable, policies should be in place for procurement to include conflict of interest, vendor payment, inventory, payroll time and distribution, segregation of duties, cash requests and records retention. And, most important, the procedures must provide a description of how these procedures will be followed.

This list is not all inclusive, for additional reference, please see the 21st CCLC Grant Guidance (2020) document on the [21st CCLC webpage](#).

Financial Audit/ Status Statement – (no template)

Audits must be conducted by a certified public accountant (CPA) or by an accountant certified by the Local Government Commission (LGC) as qualified to audit local government accounts. The audits shall be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with general accepted accounting principles (GAAP). All applicants are required to submit the most recently completed audited financial statement for the Fiscal Agent with this grant application. If no statement is available, applicant must include a written statement explaining why audit information is not available.

Private Schools Consultation – (template provided)

Sections 8501 of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between any entity receiving 21st CCLC funds and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The organization must annually notify private schools operating within the 21st CCLC program area of availability, of the opportunity for private school student participation at no cost. The private schools included must be listed to include any private schools operating in the attendance area of the 21st CCLC program and the *Consultation and Statement of Assurances for the Provision of Equitable Services to Private School Children for Title IV-A* form must be uploaded to CCIP where indicated. If no private schools are operating, the applicant must indicate in the application that no schools are operating. *The current list of North Carolina conventional non-public schools (i.e., private schools) is available at:*
<http://www.ncdnpe.org/convnonpub.aspx>.

Total Cost Worksheet – (Excel Spreadsheet)

Applicants must list by line item all funding sources for the proposed program including requested grant amounts and any matching contributions.

[Wallace Foundation Out-of-School Time Cost Calculator Outputs](#) – (upload Output form(s))

Applicants must upload a copy of the results of the [Wallace Foundation Out-of-School Time Cost Calculator](#) to support the total funds requested. Ensure if your organization is proposing a School-Year AND a Summer Program Component, BOTH Wallace Calculator outputs should be uploaded into this Required Document slot.

21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status – (Excel Spreadsheet)

Applicants must complete the Excel template provided with appropriate information completed for all schools the 21st CCLC program proposes to serve and the related poverty percentages and low performing status of each.

Data Integrity and Confidentiality Certification – (template provided)

The Fiscal Agent must certify the applicant's full understanding and adherence to the Data Integrity and Confidentiality Certification policy guiding the protection of all personally

identifiable information in adherence with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §12329, 34 C.F.R. Part 99.

System for Award Management (SAM) Registration Confirmation Notices - (no template provided)

All applicants are required to upload a copy of their SAM Registration Confirmation notice to CCIP. To register with SAM, applicants must first have a D-U-N-S number, as well as a Taxpayer Identification Number (TIN) or Employment Identification Number (EIN). It can take up to two-weeks to register with SAM. SAM registration must be renewed annually. If you have a current SAM registration, you do not need to re-register, however, you will still need to upload your most recent SAM registration confirmation to CCIP. To check your registration status, search the records located on the [SAM webpage](#).

Optional Documents

Memorandum of Understanding (MOU) – (optional template provided)

This document should outline the specific roles and responsibilities of each partnering agency, entity, or organization participating in a joint submittal. The MOU must be signed and dated by each agency, entity, or organization participating in the joint submission where required.

NOTE: Applicants who are not submitting an application jointly, may include an MOU to reflect their level of collaboration with other organizations or agencies who will provide services or resources to the project even though they may not share fiduciary responsibility. Applicants who are submitting an application jointly, must complete the MOU and be signed by applying partners.

Letters of Commitment

The establishment of collaborative partners is critical to both the implementation and sustainability of the 21st CCLC program. A collaborative partner provides routine, regular, and ongoing services to the program as outlined in a signed partnership agreement (e.g., the regular use of facilities and equipment, mentors/tutors, etc.). A collaborative partner also plays a critical role in sustaining the program as grant funds decrease. Although Letters of Commitment are in the Optional Document section, applicants can demonstrate efforts to establish and maintain partnerships for implementing and sustaining the grant by including signed Letters of Commitment in the application. The review of these documents will be part of the evaluation for the Grant Details section, Capacity to Implement, Partner, and Sustain.

Budget Form FPD 208

Applicants do NOT need to complete this form for the initial proposal. This form will be available for approved applications to complete prior to the release of grant funds.

APPLICATION REVIEW AND SELECTION PROCESS

As outlined with the North Carolina State Board of Education (SBE) policy CNTR-001, all 21st CCLC applications submitted will go through the following review process.

Initial Login and Screening: Each application is reviewed to determine the presence of basic components including proposal sections, applicant and partner signatures, and other essential items outlined in the Application Guidance.

Level I Review: The review team is comprised of experienced grant readers from various professions. Impartial reviewers will evaluate each application based on the proposed activities and the capability of the applicant to implement the proposed program.

A review team of three reviewers will assess each application utilizing a Rating Rubric (Appendix D). Scores from the independent evaluations will be averaged to determine a final rating for each application. Each proposal will be included in one of the five following quality bands:

1. Excellent (79-95)
2. Strong (63-78)
3. Average (49-62)
4. Weak (37-48)
5. Unacceptable (36 or below)

Level II Review: Applications recommended for funding by the review team will be reviewed by a smaller team of reviewers (which may include the division director and review team chairpersons). These reviewers will use the following criteria and will assign priority points to applications that meet with specific funding priorities.

1. Jointly submitted by public school unit and at least one public or private community organization (or when exception is met by public school unit.)
2. Propose to serve CSI and/or TSI schools
3. Propose to provide a summer program component

NOTE: Applicants must request priority points and indicate which priority area(s) apply by checking the appropriate box in the Grants Detail section of the application in CCIP. Applicants must submit all the required forms as noted to document that the proposed program meets the criteria to receive priority point(s).

In addition to a quality review score, all applications will receive a technical review to ensure all required and related documents are complete, including all official signatures on all required documents. Any required document(s) not completed or submitted in its entirety and/or is missing official signatures will be considered incomplete in its submission and will receive a point deduction(s) for each incomplete required document submitted. Any Technical Review point deductions will be applied to the final score of the application, reducing the final score.

Three (3) organizations per each State Board of Education (SBE) region of the state will be recommended for funding pending submission of quality applications by at least three eligible organizations following Level I review. After regional awardees are identified, additional organizations may be recommended for the award based on total application score and ranking, without regional consideration.

Level III Review: Using evaluation results from the level I and level II evaluations, the division director and other leadership appointed by the appropriate chief officer, jointly determine with the appropriate SBE Committee the final recommendations to the SBE for approval based on the total amount of funds requested compared to the total amount of funds available.

Upon approval from the SBE, the General Contact Person and Fiscal Agent (if different organization from the General Contact) will be notified via email and written letter through standard mail.

For information on appeals, view the [NC Appeals Process](#) document on the 21st CCLC web page.

APPENDICES

Appendix A: Glossary of Terms

21st Century Community Learning Centers (21st CCLC) – programs that provide significant expanded learning opportunities for students and their families to assist students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and offers families of students served by such center opportunities for literacy and related educational development.

Average Daily Attendance (ADA) – Student attendance is the presence of a student on days when the 21st CCLC program is in session. Average Daily Attendance (ADA) is calculated by summing the total number of days of attendance for all students and dividing that sum by the total number of program days in the period.

Center – the physical location where grant-funded services and activities are provided to participating students and adults.

Community Partner – an organization, other than the sub-grantee, that actively contributes to the 21st CCLC-funded project.

Comprehensive Program Monitoring Reviews (CMPRs) – are conducted on-site at the organization location where program documentation is maintained with visits to individual centers (sites) as appropriate. The review process utilizes an instrument with five (5) compliance strands. Following the review, a report is completed based on a rating rubric. The organization must respond in writing to each item marked as Finding within thirty (30) business days of receipt of the report. The organization's response must demonstrate the required action has already been addressed by including supporting documentation with the response.

Comprehensive Support and Improvement (CSI) School – may be identified by low performance, low graduation rates, or lack of Targeted Support improvement as noted below:

- The lowest performing five percent (5%) of Title I schools
- High schools with a four-year cohort graduation rate of less than 66.7%.
- A Targeted Support and Improvement (TSI) not exiting such status after three years (not applicable during this grant cycle).

Download the [2019-20 list of Comprehensive Support and Improvement \(CSI\) Schools](#).

Data Integrity and Confidentiality Certification – form requiring signature of the registered fiscal agent certifies the applicant's full understanding and adherence to the Data Integrity and Confidentiality Certification policy guiding the protection of all personally identifiable information in adherence with the [Family Educational Rights and Privacy Act \(FERPA\)](#), 20 U.S.C. §12329, 34 C.F.R. Part 99.

Eligible Students – the 21st CCLC program primarily serve students from feeder schools in high poverty areas and those who attend low-performing, CSI, or TSI schools.

Feeder Schools – the school or schools that students participating in the 21st CCLC program are attending.

Fiscal Agent – is the eligible entity that is authorized to receive funds from the NCDPI and acts as the manager in charge of receiving, managing, and administering all financial costs and expenditures in accordance with program requirements, and maintains the documentation needed to support the use of funds. It is the responsibility of the individual identified as the Fiscal Agent Representative to: 1) maintain accurate and updated contact information for all 21st CCLC sites with NCDPI; 2) ensure adherence to all assurances and certifications associated with the 21st CCLC grant; 3) ensure that sub-grantees (including other partners when the sub-grantee is a group or partnership) and contractors are aware of the requirements associated with maintaining verifiable fiscal records associated with the services or other contributions provided by the organization; and 4) assume responsibility for the reconciliation of any audit exception or compliance finding, including as necessary, the repayment of 21st CCLC funds from a non-federal funding source.

Fiscal Desk Reviews (FDRs) – are conducted at DPI each year based on documentation submitted by each organization to the Division to support program and fiscal compliance. For 21st CCLC programs, the program review includes, but is not limited to an assessment of the approved project, budgets and amendments, and documents uploaded in CCIP. In addition, Desk Reviews may be conducted quarterly comparing approved budgets to expenditure reports. For organizations utilizing the ERaCA system, the fiscal review includes a sampling of supporting documents submitted to DPI on a monthly basis reconciled to cash drawdowns.

Fiscal Monitoring Reviews (FMRs) – are conducted on-site at the organization location where fiscal records are maintained. The review process utilizes an instrument with nine (9) compliance strands. Following the review, a report is completed based on an FMR Rating Rubric. The organization must respond in writing to each item marked as Finding(s) within ten (10) business days of receipt of the report. The organization’s response must 1) demonstrate the required action has already been addressed by including supporting documentation with the response, or 2) describe a specific action plan for completing the required action with a detailed timeline and persons responsible.

Government Performance and Results Act (GPRA) – enacted in 1993, the law requires federal agencies to engage in performance management tasks such as setting goals, measuring results, and reporting on their progress.

Hours of Operation – the number of program hours offered to students participating in 21st CCLC programming. Research demonstrates that effective 21st CCLC programs have student participation on a regular (not drop-in) basis. Therefore, the hours of operation should be relatively consistent across the school year. Programs must offer a minimum of 12 student contact hours per week at each site, which may include Saturdays.

Instructor(s) – the person or persons employed by a 21st CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the 21st CCLC program. Instructors may also be referred to as “tutors.”

Local Education Agency (LEA) – Synonymous with a local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.

Local Evaluation – annual evaluation conducted by local-level 21st CCLC sub-grantees. Findings must be used to refine, improve, and strengthen the programs and improve performance measures. Evaluation results must be made public on request.

Low-performing Schools – Low-performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and EVAAS growth.

“Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” (G.S. 115C-105.37(a)), and

“A Low-performing local school administrative unit is a unit in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in G.S. 115C-83.15 have been identified as low-performing schools, as provided in G.S. 115C-105.37.” (G.S. 115C-105.39A(a)).

Download the [2019-2020 list of Low-performing Schools and Districts](#).

Measures of Effectiveness – standards established to ensure the purpose and intent of Title IV is met through the design of programs and use of funds.

Memorandum of Understanding (MOU) – refers to a signed agreement between two or more parties outlining the terms and details of an understanding (in this case collaboration among parties for the joint commitment and obligation to the 21st CCLC program), including each parties' roles and responsibilities.

North Carolina Center for Afterschool Programs (NCCAP) – established in 2002, the NCCAP is a comprehensive statewide afterschool and expanded learning network, with key partners including afterschool providers, state agencies, state and local policymakers, law enforcement, universities and community colleges, business, and the philanthropic community, working together to increase access to high quality afterschool and expanded learning programs for all children and youth in North Carolina, especially for those at-risk of education failure.

Out-of-School Time (OST) – structured programming held outside of the regular school day (may include after school, before school, weekend, summer, or intercessions). Programming must provide a minimum of 12 contact hours per week for targeted students.

Parent(s)/Legal Guardian(s) – refers to the person or persons legally responsible for the guardianship of the student.

Positive Youth Development – strategies that empower youth to make responsible health promoting decisions for self and community by teaching and assessing life skills, building self-efficacy in youth, fostering resiliency, modeling desired behaviors, and developing meaningful relationships in a sincere, caring, and nurturing environment.

Regular Attendees – refers to students who attend the 21st CCLC program 30 days or more during the academic year. Students who are designated as regular attendees require the completion of a regular school day teacher survey with this data entered into the 21DC system.

Regular School Day – refers to a traditional 6.5-hour instructional school day.

SMART Objectives – objectives that are Specific (S), Measurable (M), Attainable (A), Realistic (R), and Timely (T) objectives provide specific and measurable strategies toward achieving stated goals, realistic data points to inform progress toward stated goals, and mechanisms that track the progress toward and achievement of stated goals within a given time frame.

Standards for Monitoring – a set of criteria that 21st CCLC programs are required to meet in order to demonstrate that the programs they provide to students are high quality.

State Assessment – assessment(s) administered by a given state relied upon by the state education agency (SEA) to meet consolidated reporting requirements under the No Child Left Behind (NCLB) Act of 2001.

STEM – refers to Science, Technology, Engineering, and Mathematics (STEM) programs designed to inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice.

State Education Agency (SEA or State) – the state agency that provides oversight for federal grants administration is the North Carolina Department of Public Instruction (NCDPI). The State Superintendent of Schools implements the administrative functions on behalf of the North Carolina State Board of Education.

Student Enrollment – the term student enrollment represents the number of students who have registered and attended one day of 21st CCLC programming. Once a student is initially counted in the enrollment figure, he/she remains in that count throughout the school year even if they cease to attend the 21st CCLC program. **While students are enrolled at the time (first day) that they enter the program, students must attend the program for ten days before their attendance counts toward meeting the overall enrollment goals.** Students who are registered and enter the program may not be deleted and must be entered into 21DC.

Sub-Grantee – agency or entity that is awarded a sub-grant by and is accountable to the NCDPI.

Submitted Jointly – two or more entities or organizations who are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required.

Targeted Support and Improvement (TSI) School – are identified as schools with consistently underperforming subgroups. North Carolina defines subgroups as “consistently underperforming” if the subgroup receives a grade of “F” on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years. Schools will annually exit this identification if the identified subgroup(s) receives a grade of “D” or above for the most recent and the previous year. Download the [list of Targeted Support and](#)

[Improvement \(TSI\) schools.](#)

The Elementary and Secondary Education Act (ESEA) – the principle federal law affecting education from kindergarten through high school. ESEA is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2016, and to create and implement a single, statewide accountability system.

The Every Student Succeeds Act (ESSA) – the ESSA reauthorizes the ESEA) of 1965. Organizations that implement 21st CCLC programs beginning in the 2017-18 school year, must comply with the provisions outlined in the new law.

Title I – the federal ESEA program that focuses on improving the academic achievement of the disadvantaged by ensuring that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and State academic assessments.

Tutors – the person or persons employed by a 21st CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the provider’s program. Tutors may also be referred to as “instructors.”

NOTE: For additional terms and more comprehensive definitions, refer the [NCDPI 21st CCLC Grant Guidance.](#)

Appendix B: Sample Program Schedules

One Month Programmatic Schedule for Sites

Days of the Week in Operation: Mondays-Thursdays (School Year)

Hours of the Week in Operation: 3:00-6:30 p.m. Monthly Theme: Weather

Activity	Brief Description	Curriculum/ Activity Resource	Frequency/ Time	Who is Participating	Format
Attendance and snack to address juvenile delinquency	Students meet in grade level groups for roll call, select a healthy snack of choice and get instructions for the afternoon.	Not applicable	3:00-3:30/ Daily	All students	Site Director will monitor snacks and take attendance as students arrive.
Homework Assistance to address academic failure and juvenile delinquency	Students meet in smaller groups with a tutor to assist with homework. Students without homework will work on independent study to review weak skills.	County grade level pacing guides and teacher assignments	3:30-4:15/ Daily	All students	Students will break out into grade level groups for homework assistance supervised by coaches.
Reading to address academic failure.	Students work in small groups with tutor/mentor coach to reinforce and build reading skills through active learning activities and technology.	Come With Me Science; AIMS; SRA Corrective Reading, Common Core Standard Literature	4:15-5:00 Mondays and Wednesdays	All students in small groups of 10-15 students	Groups of 10-15 students with mentor coach or tutor.
Math to address academic failure.	Students work in small groups with tutor/mentor coach to reinforce and build math skills through active learning activities and technology.	Come With Me Science; AIMS; Common Core Standard; Literature	4:15-5:00/ Tuesdays and Thursdays	All students in small groups of 10-15 students	Groups of 10-15 students with mentor coach or tutor
Team Building, Character Education, Social Skill	Students meet in grade level groups with behavioral health coordinator to participate in activities that build self-esteem, and goal plan.	Start Something program. Books: Life Skills Grades K-5; Promoting Positive Values; Character Education-the ladder to Success"	5:00- 5:30 Mondays and Wednesdays	All students in grade level groups	Grouped students with behavioral health coordinator, mentor coaches or tutors
STEM Programs to address juvenile delinquency, and suspensions	Students are given time to enhance and apply skills in math and reading through the STEM activities in (science, technology, engineering)	Music, Art, Drama, Guest engineer, science professional and East Carolina University students majoring in STEM related degrees,	5:00-5:45 Tuesdays and Thursdays	All students, Students will be allowed to work individually, with a partner or in small groups	Guest presenters and instructors.
Physical Fitness and Social Development to address juvenile delinquency	Students form in interest groups to participate in fitness activities that promote team building, leadership skills, and fitness.	Geo-Fitness program, Fitness Skillastic and Energizer programs, other games	5:45-6:30/ Daily	All students in interest groups	Grouped students, recreation coordinator will participate in organized activities, with mentor coaches
Terrific Thursday to address gang violence and juvenile delinquency	Students will participate in various activities as a positive incentive to continue to do their best.	Games, Field Trips, Movies, Cultural Activities	4:30-6:30/ The last Thursday of the month	Students meeting criteria for positive behavior	Site Director, mentor coaches will monitor students during activities

Sample: Proposed Program Activity Schedule

Activity	Brief Description	Frequency/Time	Who is Participating	Format
Snack Time	Students receive daily nutritious snacks after reporting to afterschool site	One Per Day	All Students	Students meet with group leaders in fellowship hall.
Arts Enrichment	Dance, Visual Arts, Literacy, Music and more Photography (4-H curriculum)	Daily	All Students	Large group sessions with speakers/facilitators from the community.
Academic and Technology Programming	Homework assistance. Tutoring support as needed. Computer skills development.	Daily	All Students	Students work in age appropriate group settings with group leader.
Prevention Programs	4-H All-Stars Curriculum and A Journey Toward Womanhood are two programs designed to prevent delinquency and teen pregnancy	Daily	All Students	Students working in small group setting with group leader
Field Trips	A variety of cultural field trips including the Community Council for the Arts, Neuseway Park, the NC Aquarium, libraries, Discovery Place museums, etc.	Monthly	All Students	Students working in small group setting
Recreation/Physical Activity	Students meet for structured activities such as dance, exercise, gardening, etc.	Daily	All Students	Students meet and interact in small group sessions
Saturday Academy	Leadership Development and Service Learning Component	1 st and 3rd Saturday of each month	Selected Students	Students working in small group setting with group leader

Sample: Monthly Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Snack Tutorials Homework Help	Snack Tutorials Homework Help	Snack Tutorials Homework Help	Snack Tutorials Homework Help	Student Led Clubs	
Snack Tutorials Homework Help	Snack Tutorials Homework Help	Snack Tutorials Homework Help	Snack Tutorials Homework Help	Student Led Clubs	Saturday Academy
Snack Tutorials Homework Help	Snack Tutorials Homework Help	Snack Tutorials Homework Help	Snack Tutorials Homework Help	Student Led Clubs	
Snack Tutorials Homework Help	Snack Tutorials Homework Help	Snack Tutorials Homework Help Evening Parent Class	Snack Tutorials Homework Help	Student Led Clubs	

Appendix C: Resources

Information on NC Schools and Students

- [School Performance Data](#)
- [List of Title I Schools](#)
- [List of low-performing schools](#)
- [List of Comprehensive Support and Improvement \(CSI\) and Targeted Support and Improvement \(TSI\) Schools](#)

Resources for Designing and Sustaining High-Impact Out-of-School Time Programs

- Developing a Needs Assessment
 - **[Designing a Needs Assessment](#)**: Use this Y4Y Click & Go Professional Development Resource to discover what data you will need to plan your activities and write solid needs assessment statements that will guide your work. Access a mini-lesson on needs assessments, external resources on data collection, as well as tools for implementing a needs assessment of your own.
 - **[Resources for Starting an Afterschool Program](#)**: NCCAP offers links to a variety of Out-of-School Time Toolkits to support organizations in designing data-informed and impact-driven afterschool programs, including resources on developing and implementing community needs assessments.
- Summer Learning Program Development
 - **[Summer Learning Toolkit](#)**: Use this resource from the Wallace Foundation to use a step-by-step research-based summer program planning guide with templates for enrichment planning, staff hiring, student recruitment and more.
 - **[National Summer Learning Association](#)**: A variety of resources, research and professional development opportunities focused specifically on designing and implementing high-impact summer learning programs.
- Family and Community Engagement
 - **[Family Engagement Database](#)**: Compiled by the Afterschool Alliance and New York Life, this extensive resource guides includes links to a variety of toolkits and sample programs to support the development of impact-driven family engagement programs in out-of-school time settings.
 - **[Strategies for Equitable Family Engagement](#)**: Use this resource to develop culturally responsive and inclusive family engagement strategies focused on supporting and celebrating all families and cultures in your out-of-school-time setting.
 - **[Critical Practices for Inclusive Community Engagement](#)**: Learning for Justice (formerly Teaching for Tolerance) compiles a list of best-practices for anti-biased community engagement practices in education settings.
- Data Collection and Evaluation
 - **[Building Quality in Afterschool](#)**: The American Institute for Research provides a variety of resources focused on supporting afterschool programs in developing quality standards, designing and implementing research-based assessments, and using

data to identify appropriate skill-building activities for students and families.

- Program Funding Sustainability
 - **[Planning for the Future](#)**: Afterschool Alliance has compiled a variety of resources for programs to use to design their own funding sustainability plans, including this [sustainability planning worksheet](#).

General Information to Support Afterschool Programming Implementation

[Afterschool Alliance](#) – The Afterschool Alliance was established in 2000 by the Charles Stewart Mott Foundation, the U.S. Department of Education, J.C. Penney Company, Inc., the Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation. The organization offers a wide array of publications that assist out-of-school time program officials with the development of high-quality program activities.

[CASEL](#) – The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

[Character.org](#) – Character.org offers resources and strategies to empower principals, teachers, counselors, parents and community members to help schools educate and inspire young people to become ethical and engaged citizens. The site offers character education lessons and publications.

[Equitable Learning Library](#) - The Equitable Learning Library helps educators, parents, and policy makers find resources and recommendations for transforming student experiences and learning outcomes to build more equitable learning environments

[Harvard on iTunes U](#) – The Harvard on iTunes U site is a tool that teachers, students, and parents can use to download the latest multimedia education resources, including presentations, professional development videos, curriculum materials and more.

[National Center on Time and Learning](#) – The National Center on Time & Learning is dedicated to expanding learning time to improve student achievement and enable a well-rounded education. The site offers valuable resources including a newly developed Quality Time Analysis Tool to review expanded learning opportunities within the school day.

[North Carolina Arts Council](#) – The NC Arts Council has branches throughout the State and can identify program resources for Arts Education in your areas.

[North Carolina Center for Afterschool Programs \(NCCAP\)](#) – NC CAP provides essential resources for developing high-quality afterschool programs including the Established Standards of Excellence, Afterschool Professional Core Competencies, and Recommended Standards for After-school Physical Activity. Additionally, the 2013 Roadmap of Need is also available to assist programs in assessing the needs of the community.

[North Carolina Parent Teacher Association \(NCPTA\)](#) – The NCPTA offers valuable resources related to parent and community involvement including helpful parent materials on the Common Core State Standards.

[North Carolina Standard Course of Study](#) – North Carolina's Standard Course of Study defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students know and should be able to do.

[Wallace Foundation](#) – The Wallace Foundation supports and shares effective ideas and practices to improve learning and enrichment opportunities for children. The website offers multiple resources to support program planning and implementation including an Out-of-School Time Cost Calculator. This online calculator lets you determine the costs of a variety of options for high-quality out-of-school time (OST) programs. Along with other resources on this site, the calculator can help program officials make informed decisions to plan for high-quality out-of-school time programming.

[Whole School, Whole Community, Whole Child \(WSCC\) Model](#) –The WSCC Model expands on the eight elements of the Coordinated School Health (CSH) approach from the Center for Disease Control and Prevention (CDC) and is combined with the whole child framework. CDC and [ASCD](#) developed this expanded model - in collaboration with key leaders from the fields of health, public health, education, and school health - to strengthen a unified and collaborative approach designed to improve learning and health in our nation's schools. NC Healthy Schools frames its work in the context of this model.

[You for Youth](#) – Developed in partnership with USED, the website provides an online professional learning community that helps you connect with your colleagues and share what you've learned about best practices. You asked for professional learning opportunities in areas such as (1) supporting positive relationships with children and youth, (2) providing professional development and technical assistance opportunities, (3) creating partnerships, (4) managing your program, and (5) leading your staff.

Appendix D: Application Scoring Rubric

Applications for the 21st CCLC program are reviewed by experts with knowledge of the disciplines and programs provided for youth in the out-of-school time environment. To assist with your proposal development, the following section provides you with the scoring rubric that reviewers will use to evaluate your application.

FUNDING APPLICATION

Budget (Budget is estimated – final budgets will be reviewed for SBE approved applicants)

Grant Details Entry Fields

- 1. Total Amount Requested, Proposed Number of Afterschool Programming Slots, Proposed Number of Summer Programming Slots (if applicable)**
- 2. Absolute Priority (Verify and log in during Screening - Information for Level II Evaluation)**
 - Verify that schools listed are at least an average of 40% poverty rate and receive Title I services [NC Public Schools Poverty Percentage List](#)
- 3. Competitive Priorities (Verify and log in during Screening - Information for Level II Evaluation)**
 - Verify that all required documents are signed by all organizations and/or agencies for jointly submitted applications (MOUs and Assurances and Certifications as noted are signed by all partner organizations/agencies)
 - Verify that project will serve [Comprehensive Support and Improvement \(CSI\) Schools and/or Targeted Support and Improvement Schools](#)
 - Verify that project has a summer program component
- 4. Organization Type (Log in during Screening)**
- 5. Program Structure (Log in during Screening)**
- 6. Program Abstract (Level I Evaluation - reviewers read to provide context for the proposal)**

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

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

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

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

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

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

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

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

The applicant provides clear plans for managing the program including those for: a) communication activities to regularly inform all stakeholders (e.g., family, community, school) about program access and ongoing student progress; b) staffing plan to ensure qualified program personnel are hired and retained; c) professional development/training and how trainings are aligned to program goals to ensure students receive quality academic and enrichment learning opportunities; and d) ensuring students are transported safely to and from 21 st CCLC site(s).				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Community outreach to inform families, local community, and schools about the program	Clear description of proposed outreach activities designed to inform the community about the 21 st CCLC program (e.g., access).	General or somewhat clear description of proposed outreach activities to inform the community about the 21 st CCLC program (e.g., access).	Limited or incomplete description of community outreach activities.
	Staffing plan to operate the program with well-trained professionals (Program Director proposed and qualifications, number of staff needed)	Detailed staffing plan that includes: description of the roles of key personnel and expected qualifications number if staff proposed with explanation planned staff recruitment activities strategies to support staff retention methods for volunteer management (if applicable).	Staffing plan that includes some description of key personnel, staff recruitment activities, staff retention strategies, and volunteer management but with some information unclear or too general.	Limited or incomplete staffing plan.
	Professional development/training for staff & volunteers	Well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.	General training plan for staff and volunteers to improve knowledge and skills but lacking in some details.	Limited or incomplete plan for staff training.
	Student transportation	Clear and specific description of how students will be safely transported to and from the 21 st CCLC.	General description of how students will be safely transported to and from the 21 st CCLC.	Vague or confusing information as to how students will be safely transported to and from the 21 st CCLC.

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

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

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

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

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

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

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

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

Overall Proposal Alignment (Level 1 Evaluation - 10 points)

Applicant provides a proposal that, as a whole, is: a) aligned and coherent; and b) makes a compelling case for the need and rational 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:	Alignment across sections of the proposal	Well-written proposal that is clearly aligned across all sections of the application.	Somewhat clear proposal that is aligned across most sections of the application.	Confusing proposal that is limited in alignment and fragmented across several sections.
	Case for need and for the likelihood of measurable student success	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.

14. D-U-N-S Number (Log in during Screening)

Related Documents (Verify and log in during Screening)

Required Documents

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

Optional Documents

- Memorandum of Understanding (MOU) (template provided) *(NOTE: The MOU is a Required Document if applicant is filing as a Jointly Submitted application between an LEA and public or private community organization.)*
- Letters of Commitment/Partnership Agreement (Used to support rating for section 9, Capacity to Implement, Partner, and Sustain)
- Budget Form FPD 208 (Not submitted with initial application; will be submitted for approved proposals prior to release of funds)