

Nita M. Lowrey 21st CCLC Grant Competition ~ Cohort 16

*North Carolina Department of Public Instruction
Request for Proposal (RFP) Technical Assistance Day 2
Webinar*

Wednesday, March 16, 2022

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

Overview of Grant Details & Scoring Rubric

Technical Assistance Webinar ~ March 16, 2022 10am-12pm

Susan Brigman – Section Chief ~ Specialty Programs, Federal Program Monitoring and Support, NCDPI

LaTricia Townsend, Ed.D. – Director, Federal Program Monitoring and Support, NCDPI

Megan Orleans – Program Administrator, Federal Program Monitoring and Support, NCDPI

Wendy Buck – Program Administrator, Federal Program Monitoring and Support, NCDPI

Eric Rainey – Program Administrator, Federal Program Monitoring and Support, NCDPI

Bridget Johnson, Ed.D – Program Specialist, SERVE Center

Beth Thrift – Program Specialist, SERVE Center

Kathleen Mooney– Evaluation Specialist, SERVE Center



Housekeeping



WebEx Etiquette



First Name, Last
Name, Organization
Name in Chat



How to Ask
Questions



Presentation Slides
will be Posted

Agenda

Application Planning Worksheet

CCIP Navigation Review

Grant Details Section, Unscored

Grant Details Section & Rubric, Scored

Tips & Tricks

Submission Deadline Reminders

Tentative Timeline

Webinar Recordings and Slide locations

NCDPI Contact Information

CCIP Navigation Review

Eric Rainey, Program Administrator

Application Planning Worksheet

- The Application Planning Worksheet is provided solely to assist organizations with proposal development prior to submitting the application through the web-based system. This worksheet is NOT what you will be submitting.
- Application Planning Worksheet can be found in NCDPI Resources Section on CCIP & 21st CCLC Website starting 3/17/2022.

Request for Proposals 2022-2023:

Cohort 16 – Application Planning Worksheet

21st Century Community Learning Centers

Due Date: 12:00 p.m. NOON EDT, May 4, 2022



Page | 3

2.2 Grants Details Page

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

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

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

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Proposed Number of **After-school** Programming Slots (not inclusive of summer slots):

Proposed Number of **Summer** Programming Slots (not inclusive of after-school slots):

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

2. Absolute Priority: Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate. For the purposes of this grant, "primarily" can be defined as having fifty one percent (51%) or more of the identified proposed feeder schools qualifying for Title I eligibility. List below, only the names of participating feeder schools for the proposed 21st CCLC program. A "feeder school" is the school that participating students attend during the school day. The poverty percentages for all public schools is listed at: [NCDPI CCIP Resources](#)

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

Navigating CCIP to locate Application Components

- Click on your underlined Organization Name or in the menu on Funding > Funding Applications
- Either way will bring you to your Funding Applications page

NCCCIP Home	North Carolina CCIP Home		
Administer	CCIP Test Grantee NL1 Non-LEA		
Search			
Inbox			
Planning	Associated Organizations		
Funding	Funding Applications	Organization Number	Organization Name
Project Summary	Budget Summary	NL1	CCIP Test Grantee
LEA Document Library	Application Supplements	Reminders	
Address Book	EC Fiscal Updates (9/13/2021)		(9/22/2021)
Budget Inquiry Reports	PRC 32 A portion of PRC 032 was allotted under the state's continuation budget. If you received an allotment for your state EC funding and it was less than expected, be advised this was only a partial allotment until a state budget is approved.		HOW TO ADD/MODIFY U
NCDPI Resources	Special Grants (Risk Pool, Special State Reserve, Developmental Day, Community Residential, Group/Foster Home and Out of District) Grant applications opened on September 7, 2021.		If you have the LEA User, an 'Administer' button in the (change NCID, contact info never delete a user, but you UID (all numbers) is NO
Help for Current Page			To create/add a user:
Contact NCDPI			
NCCCIP Sign Out			

Funding Applications Main Page

- By default, when you first log in to CCIP, you'll be in 'FY2022', which you must change to 'FY2023'
- You should see **'FPMS-21st CCLC New'** as the first in the list under Competitive Funding Application

Funding Applications

CCIP Test Grantee (NL1) Non-LEA - **FY 2022**

2022 ▾ All Active Applications ▾

2023

2022 Entitlement Funding Application

2021 There is no matching Entitlement application

2020

Funding Applications

CCIP Test Grantee (NL1) Non-LEA - **FY 2023**

2023 ▾ All Active Applications ▾

Entitlement Funding Application	Revision	Status	Status Date
There are no matching Entitlement applications for this fiscal year.			
Competitive Funding Application	Revision	Status	Status Date
FPMS-21st CCLC New	0	Not Started	2/25/2022
FPMS-CRRSA ESSER II ELISS PRC 175	0	Not Started	2/25/2022

After Clicking on the Application Link

Sections

CCIP Test Grantee (NL1) Non-LEA - FY 2023 - FPMS-21st CCLC New - Rev 0

Application Status: **Not Started**

Change Status To: **Draft Started**

[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print <input type="checkbox"/> Select Items
All	Messages	Print
<input type="checkbox"/> History Log		Print
History Log		Print
Create Comment		
<input type="checkbox"/> Allotments	Messages	Print
Allotments	Messages	Print
<input type="checkbox"/> FPMS-21st CCLC New		Print
Budget		Print
Grant Details		Print
Related Documents		Print
<input type="checkbox"/> Contacts	Messages	Print
Contacts	Messages	Print
<input type="checkbox"/> Substantially Approved Dates		Print
Substantially Approved Dates		Print
<input type="checkbox"/> Assurances		Print
Assurances		Print
<input type="checkbox"/> New Applicant Summary		Print
New Applicant Summary		Print
All	Messages	Print

Sections Page – Application Status

- Displays current status and next possible status(es)
- Only displays next possible status for application
- If user lacks permission, the Status Change Confirmation screen will indicate that
- Application Status must be at '**Draft Started**' to enter data

Sections Page – Changing Status to Draft Started to Start Entering Data

Sections

CCIP Test Grantee (NL1) Non-LEA - FY 2023

Application Status: Not Started

Change Status To: Draft Started

Application Status: Not Started

Change Status To: Draft Started

View Change Log

Description (View Sections Only View All F

All

History Log

History Log

Create Comment

Allotments

Allotments

FPMS-21st CCLC New

Role(s) that can perform this status change:
LEA 21st CCLC Data Entry
LEA Chief Administrator
LEA Fiscal Representative

User(s) that can perform this status change:
Train1_NL1 ChiefAdmin
Train2_NL1 ChiefAdmin
Train3_NL1 ChiefAdmin
Train4_NL1 ChiefAdmin
Train5_NL1 ChiefAdmin
Train1_NL1 DataEntry
Train2_NL1 DataEntry
Train3_NL1 DataEntry
Train4_NL1 DataEntry
Train5_NL1 DataEntry
Train1_NL1 FiscalRep
Train2_NL1 FiscalRep
Train3_NL1 FiscalRep
Train4_NL1 FiscalRep
Train5_NL1 FiscalRep

When the cursor hovers over Draft Started, the personnel with these roles can change the Status, as the application process progresses

Status Change Confirmation

CCIP Test Grantee (NL1) Non-LEA - FY 2023 - FPMS-21st CCLC New - Rev 0

You are about to change the status to Draft Started. Click Confirm to change the status.

Confirm Cancel

Sections

CCIP Test Grantee (NL1) Non-LEA - FY 2023

Application Status: Draft Started

Change Status To: Draft Completed

Funding Application Page Navigation

- **Go To / Save and Go To** menu allows navigation between any pages in funding application

Save And Go To	▶	Current Page	
		Next Page	
		Previous Page	
		Sections	
		History Log	▶
		Allotments	▶
		FPMS-21st CCLC New	▶ Budget
		Contacts	▶ Grant Details
		Substantially Approved Dates	▶ Related Documents
		Assurances	▶
		New Applicant Summary	▶

Grant Details Section

Grant Details Overview

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	15	9,000
8	Program Design	30	21,000
9	Family Engagement	15	9,000
10	Project Administration	20	12,000
11	Capacity to Implement, Partner and Sustain	20	12,000
12	Evaluation Plan and Use of Data	20	12,000
13	Budget Narrative and Alignment	10	6,000
14	Unique Entity Identifier Number (UEI)	Unscored	N/A
N/A	Overall Proposal Alignment	10	N/A
N/A	Maximum Level I Review Points	140	N/A

CCIP Grant Details, Unscored Sections

Megan Orleans, Wendy Buck, ~ Program Administrators

Box 1: Total Requested Amount

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

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

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

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

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

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

Box 2: Absolute Priority

***2. Absolute Priority:** Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate. For the purposes of this grant, 'primarily' can be defined as having fifty one percent (51%) or more of the identified proposed feeder schools qualifying for Title 1 eligibility. List below, only the names of participating feeder schools for the proposed 21st CCLC program. A "feeder school" is the school that participating students attend during the school day. The poverty percentages for all public schools is listed at: [Poverty Percentages for All NC Public Schools](#)

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

Documents		
Type	Document Template	Document/Link
21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status [Upload 1 document(s)]	 Proposed Feeder School Low Performing Status	
*		

Box 3: Competitive Priorities

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

* 1. Jointly Submitted

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

OR

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

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

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

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

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

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

Propose to provide a summer program component

4. Extended Program Hours (select all that apply):

Offering structured activities throughout the week at least 1-hour prior to the start of the school day throughout the duration of school-year programming (1 point)

Offering structured activities for at least 3 hours on Fridays, Saturdays and/or Sundays throughout the duration of school-year programming (1 point)

5. Propose to run a 21st CCLC Program site in a county that has not hosted a 21st CCLC program site in the last 3 grant cycles (Cohort 13, Cohort 14, Cohort 15) 21st CCLC Equitable Funding County List (2 points)

Propose to run a 21st CCLC Program site in a county that has not hosted a 21st CCLC program site in the last 3 grant cycles (Cohort 13, Cohort 14, Cohort 15)

Box 4: Organization Type

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

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

Other Public/Private Organizations:

For Profit

Non-Profit

Institution of Higher Education

Faith-Based Organization

City or County Government Agency

Community-Based Organization

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

Box 5: Program Structure

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

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

- After School
- Before School
- Fridays
- Saturdays
- Sundays
- Summer

*

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

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

Program Centers: List all sites (i.e., centers) where 21st CCLC programs will be operated throughout the program year. For each site, list the days of operation, number of hours offered each week, and total number of proposed slots that will be available for students. If you have selected to run extended hours programming for additional priority points, include the proposed extended hours in the center descriptions below.

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

*

Box 6: Program Abstract

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

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

CCIP Grant Details, Scored Sections

Beth Thrift, Kathleen Mooney ~ SERVE Center

Application Review & Scoring Process

Three levels of review:

- **Level I**

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

- **Level II**

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

- **Level III**

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

Box 7: Needs Assessment

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

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

Box 7: Needs Assessment

7. Needs Assessment (Level I Review - 15 points)

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

Dimensions		Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
Applicant provides:	a) 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, including feeder school(s), students, and the community.	Vague or confusing description of those the program proposes to serve.
	b) Use of data to demonstrate stakeholder needs	Clear and succinct summary o relevant data from multiple sourc that objectively and 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.
	c) Summary of unmet stakeholder needs	Clear, concrete, and convincing summary of the unmet needs o 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.

Box 7: Needs Assessment

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

Box 8: Program Design

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

- a) the overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted stakeholders;
- b) program goals, objectives, and outcomes;
- c) approach to providing academic improvement activities that will address students' academic needs.; and
- d) enrichment and other activities that will support students' development and complement the academic program (i.e., academic plan, IEP).

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

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

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

*** f) Sample Program Schedule:** Provide a sample schedule for one week/month of programming for afterschool programs. If the extended hours competitive priority point was selected, also provide a sample one-week schedule. If a summer program is offered, provide a sample schedule for one week of the summer program as well. If the program schedule varies between sites, provide a sample schedule for each. See sample templates available in the Application Guidance, Appendix B.

Box 8: Program Design

8. Program Design (Level I Review - 30 points)

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

Dimensions		Leading (30-21 points)	Developing (20-9 points)	Lacking (8-1 points)
Applicant provides:	a) 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.
	b) Goals, Objectives, and Outcomes	Clearly identified goals, objectives, and outcomes that express logical theory of change.	Somewhat clear goals, objectives, and outcomes, that suggest a theory of change.	Goals, objectives and/or outcomes are missing or do not provide a logical theory of change.
	c) 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.
	d) Other planned enrichment activities that complement regular academic program	Clear description with justification of high-quality enrichment opportunities that complement the students' regular academic program.	Somewhat clear description and justification of high-quality or enrichment opportunities that complement the students' regular academic program.	Vague or incomplete description of enrichment opportunities, or how they complement the students' regular academic program.
	e) 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-based evidence, best practice, prior promising experience).	Somewhat clear but general rationale for proposed program components with incomplete or unconvincing evidence.	Confusing or missing rationale for proposed program components.
	f) 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.

Box 8: Program Design

- a) The overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted stakeholders.
- b) Program goals, objectives, and outcomes.
- c) Approach to providing academic improvement activities that will address students' academic needs.
- d) Enrichment and other activities that will support students' development and complement the academic program (i.e., academic plan, IEP).
- e) Provides a rationale for why the proposed activities are expected to improve student outcomes (e.g., research-based evidence, best practice, prior promising experience).
- f) Includes a schedule for the planned activities (weekly).

Box 9: Family Engagement

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

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

Box 9: Family Engagement

9. Family Engagement (Level I Review - 15 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 (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
Applicant provides:	a) 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).
	b) 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).
	c) 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.

Box 9: Family Engagement

- a) 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.
- c) Schedule of when family engagement activities will occur.

Box 10: Project Administration

10. Project Administration: Describe the implementation plan (including timelines) for managing the program in each of the following areas.

* **a. Community Outreach:** Describe communication activities to regularly inform all stakeholders (e.g., families, community, and schools) about program access and ongoing student progress.

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

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

* **d. Student Transportation:** Describe how students will be safely transported to and from the 21st CCLC site(s) and home.

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

Box 10: Project Administration

10. Project Administration (Level I Review - 20 points)

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

Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	a) 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.
	b) 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 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.
	c) 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.
	d) 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, confusing, or incomplete information as to how students will be safely transported to and from the 21 st CCLC.

Box 10: Project Administration

- a) Communicate activities to regularly inform all stakeholders (e.g., family, community, school) about program access and ongoing student progress.
- b) Implement a staffing plan to ensure qualified program personnel are hired and retained.
- c) Provide professional development/training that is aligned to program goals to ensure students receive quality academic and enrichment learning opportunities.
- d) Ensure students are transported safely to and from 21st CCLC site(s).

Box 11: Capacity to Implement, Partner and Sustain

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

- a) past experience/success or capacity to provide high-quality academic enrichment services;
- b) plan to collaborate with targeted schools and stakeholders throughout the year to continually assess needs and refine activities and services to ensure ongoing high-quality academic enrichment opportunities are provided;
- c) ability to leverage school and community-based resources to enhance proposed services); and
- d) approach to funding sustainability after the grant ends.

Box 11: Capacity to Implement, Partner and Sustain

11. Capacity to Implement, Partner, and Sustain (Level I Review - 20 points)

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

Dimensions		Leading (20-15points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	a) a. 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.
	b) Collaboration to ensure high-quality academic enrichment opportunities	Well-defined plan of how the lead organization/agency will collaborate throughout the school year with targeted schools and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic enrichment services opportunities are provided.	Somewhat detailed plan as to how the lead organization/agency will collaborate throughout the school year with targeted schools and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic enrichment services opportunities are provided.	Vague or ill-defined plan as to how the lead organization/agency will collaborate throughout the school year with targeted schools and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic enrichment services opportunities are provided.
	c) Leveraging of school and community-based resources	Clear and specific description of how school and community-based resources will be collaboratively leveraged to enhance proposed services.	Somewhat clear but general description of how school and community-based resources will be collaboratively leveraged to enhance proposed services.	Confusing or no information regarding leveraging of school and/or community-based resources.
	d) 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.

Box 11: Capacity to Implement, Partner and Sustain

- a) Past experience/success or capacity to provide high-quality academic enrichment services.
- b) Plan to collaborate with targeted schools and stakeholders throughout the year to continually assess needs and refine activities and services to ensure ongoing high-quality academic enrichment opportunities are provided.
- c) Ability to leverage school and community-based resources (intended collaborations and partnerships) to enhance proposed services).
- d) Approach to funding sustainability after the grant ends.

Box 12: Evaluation Plan and Use of Data

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

- a) a clear set of program effectiveness/student success measures aligned to the program design, which includes at least one attendance measure and one student academic performance measure;
- b) a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed;
- c) a description of the organizational capacity to implement proposed data collection plan and for completing required reporting, and
- d) a description of how data will be used for program improvement and evaluation reports will be shared.

NOTE: If an external evaluator is used, the cost of the external evaluation must not exceed an amount equal to fifteen percent (15%) of the total grant award.

Box 12: Evaluation Plan and Use of Data

12. Evaluation Plan and Use of Data (Level I Review - 20 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 performance measure; b) a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed; c) a description of the organizational capacity to implement proposed data collection plan and for completing required reporting, and d) a description of how data will be used for program improvement and evaluation reports will be shared.

Dimensions		Leading (20-15)	Developing (14-7)	Lacking (6-1)
Applicant provides:	a) Program effectiveness measures focused on student attendance and academic performance	Clear and specific articulation of program effectiveness measures with a focus on student attendance and academic performance. [Measures must include at least one program attendance measure <u>and</u> one student academic performance measure.]	Somewhat clear articulation of program effectiveness measures with a focus on student attendance and academic performance. [Measures must include at least one program attendance measure <u>and</u> one student academic performance measure.]	Incomplete or missing description of program effectiveness measures.
	b) Data collection plan for program effectiveness measures	Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness (including assurances that the organization has access to the student-level data described).	General description of how student data of various types will be collected and analyzed to evaluate program effectiveness (including assurances that the organization has access to the student-level data described).	Incomplete or missing description of how student data will be collected and analyzed to evaluate program effectiveness.
	c) Organizational capacity to implement proposed data collection plan and for completing required reporting,	Clear and convincing description of organizational capacity (internal or external) to implement the proposed data collection plan and for completing required reporting.	Somewhat clear or general description of organizational capacity (internal or external) to implement the proposed data collection plan and for completing required reporting.	Incomplete or missing description of organizational capacity to implement the proposed data collection plan and for completing required reporting.
	d) How data will be used to improve the program and evaluation reports will be shared	Clear and convincing description of how data will be used to ensure on-going, continuous program improvement (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared.	Somewhat clear, but general description of how data will be used to ensure on-going, continuous program improvement 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.

Box 12: Evaluation Plan and Use of Data

- 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 performance measure.
- b) A data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed.
- c) A description of the organizational capacity to implement proposed data collection plan and for completing required reporting.
- d) A description of how data will be used for program improvement and evaluation reports will be shared.

Box 13: Budget Narrative & Alignment

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

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

a. Personnel Salaries and benefits

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

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

d. Supplies and materials

e. Equipment and furniture purchases

NOTES: For further guidance, please reference the allowable and unallowable costs section of the Cohort 16 RFP.

*

Box 13: Budget Narrative & Alignment

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

The applicant provides a detailed budget narrative that: a) aligns to activities and administration for the proposed programming; and b) demonstrates that costs are reasonable and necessary given the design and size.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a) Budget narrative aligns to proposed program	Detailed budget narrative that clearly aligns 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.
	b) 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.

Box 13: Budget Narrative & Alignment

- a) Aligns to activities and administration for the proposed programming.
- b) Demonstrates that costs are reasonable and necessary given the design and size.

Overall Proposal Alignment – 10 pts. (All)

14. Overall Proposal Alignment (Level 1 Review - 10 points)

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

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

Overall Proposal Alignment – 10 pts. (All)

- a) Coherent and aligned across all sections of the application.
- b) Makes a compelling case for the need and rationale for the program and its likelihood for positive student impact (measurable student success).

Tips To Prepare your Grant Details Narrative

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

Tips To Develop Your Application

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

Tips To Finalize Your Application

- Check completed application against guidance and rubric to **ensure proposed program fits**.
- Have colleagues or partner school principals review your draft application against the rubric **to get feedback about where application may be unclear**.
- **Ensure the budget is aligned** with the program model and number of students to be served.
- Ensure all required and optional **documents are current, complete, accurate, and signed**.

Box 14: Unique Entity Identifier (UEI) Number

* **14. Unique Entity Identifier (UEI) Number:** Enter the UEI number for the applicant organization's fiscal agent. Applicants must obtain a UEI number prior to submitting the 21st CCLC Application on CCIP. To obtain a UEI number, go to: sam.gov to register. UEI numbers are given as part of the SAM registration confirmation process.

NOTE: Please refer to the "Register with the System for Award Management (SAM)" section of the RFP for additional instructions and resources.

III. Funding Application- Related Documents (templates available in [CCIP NCDPI Resources Page](#))

Required

- 21st CCLC Basic Organization Information form – Organization Information, Fiscal Agent, Program Director (template provided)
- Organizational Chart – illustrates executive and key personnel of fiscal agent and partners (no template)
- Statement of Assurances (template provided)
- Debarment Certification (template provided)
- Criminal Background Check Certification (template provided)
- Organization’s Written Fiscal Procedures (no template)
- Financial Audit/Status Statement (no template)
- Private Schools Consultation (template provided)
- Total Cost Worksheet (Excel template provided)
- Wallace Foundation Out-of-School Time Cost Calculator Outputs (no template provided, use Output form(s))
- 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 (no template provided)

Optional

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

Submit the application in CCIP

- Once you have obtained a UEI number, an NCID, and drafted a proposal, all information (including Related Document uploads,) **must** be entered into the web-based grant management system CCIP to be considered for review/evaluation.
- Only proposals submitted through CCIP as at least **'Draft Completed'** by **12:00 p.m. NOON EDT May 4, 2022** will be reviewed/evaluated
- Once the application deadline has passed, no changes can be made to the proposal

Tentative Timeline

February 4, 2022 – Request for Proposal Announcement

February 28, 2022 – Notice of Intent to Apply Due

March 2, 2022 – Virtual CCIP User Trainings

★ **March 15 & 16, 2022 – Virtual Technical Assistance Webinars**

March 17, 2022 – CCIP Opens @ 8 a.m. EDT

March 28, 2022 – Drop-in Virtual Office Hours 11:30am-12:30pm ([TA Office Hours Link](#))

May 4, 2022 – Applications Due (12:00 p.m. NOON EDT, Applicants must be at 'Draft Completed' to be considered for funding)

May 6 – June 13, 2022 – Level I Review

July 7, 2022 – SBE Meeting for Review and Approval of Recommended Applications; Notification to follow in days after SBE meeting

July 13, 2022 – Cohort 16 On-boarding (All day session; In-person ~ Greensboro, NC)

July 14-15, 2022 – 21st CCLC Program Foundations Mini-Conference (July 14th – All Day session; July 15th – Half Day Session; In-person ~ Greensboro, NC)

July 18, 2022 – CCIP opens for Related Documents and 208 Form Uploads at 8 a.m.



21st Century Community Learning Centers Request for Proposals (RFP) Cohort 16 Virtual Technical Assistance Webinars

**All Cohort 16 RFP Technical Assistance Webinar recordings
and slide decks can be found on the 21st CCLC NCDPI
Webpage under the RFP tab:**

<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/21st-century-community-learning-centers#rfp>

21st CCLC Cohort 16 Technical Support - Contact Information

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North Carolina Department of
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