

# **21st Century Community Learning Centers Cohort 17 Competitive Grant Program**

**Susan Brigman, Section Chief ~ Specialty Programs  
Office of Federal Programs**

# North Carolina Department of Public Instruction Office of Federal Programs 21st CCLC Team

## Leadership

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# Housekeeping



WebEx Etiquette



First Name, Last  
Name, Organization  
Name in Chat



How to Ask  
Questions



Presentation Slides  
will be Posted

# Agenda

- Notes from Day 1
- Grant Details Section
- Using the Scoring Rubric to Help Frame Your Proposal Narrative
- Quality and Technical Review
- Pitfalls to Avoid

# Dosage requirements for Academic School Year

- 21st CCLC programs should be open for programming for 300 hours during the academic school year.
  - Past subgrantees have operated for 12 hours/week for 30 weeks =360 hours of programming
- Out of these 300 hours:
  - When 50% of your proposed students served have attended your program for 45 hours, you are eligible for the 2nd installment.
  - When 75% of your proposed students served have attended your program for 90 hours, you are eligible for the 3rd installment.
    - Ex: I was funded to serve 60 students during the required academic school year:
      - When 30 students attend for 45 hours, I am eligible for 2nd installment
      - When 45 students attend for 90 hours, I am eligible for 3rd installment

# PreK

21<sup>st</sup> CCLC Cohort 17 funding is intended for already established Public PreK programs currently administered by the LEA/PSU.

- These programs are already meeting/implementing federal/state PreK requirements and should continue meeting those as they use 21<sup>st</sup> CCLC funds to supplement their out-of-school time programming.
- NCDPI 21<sup>st</sup> CCLC staff will focus monitoring on the 21<sup>st</sup> CCLC grant requirements. However, it is the program's responsibility to continue meeting any federal/state PreK requirements.

Important to note:

- Use “Elementary School” funding ranges to determine your program's funding
- Consider federal/state PreK requirements when calculating funds necessary to pay for items such as staffing, equipment, and/or materials. These items are an acceptable use of 21<sup>st</sup> CCLC funds.

# Public Notice

*(no template provided)*

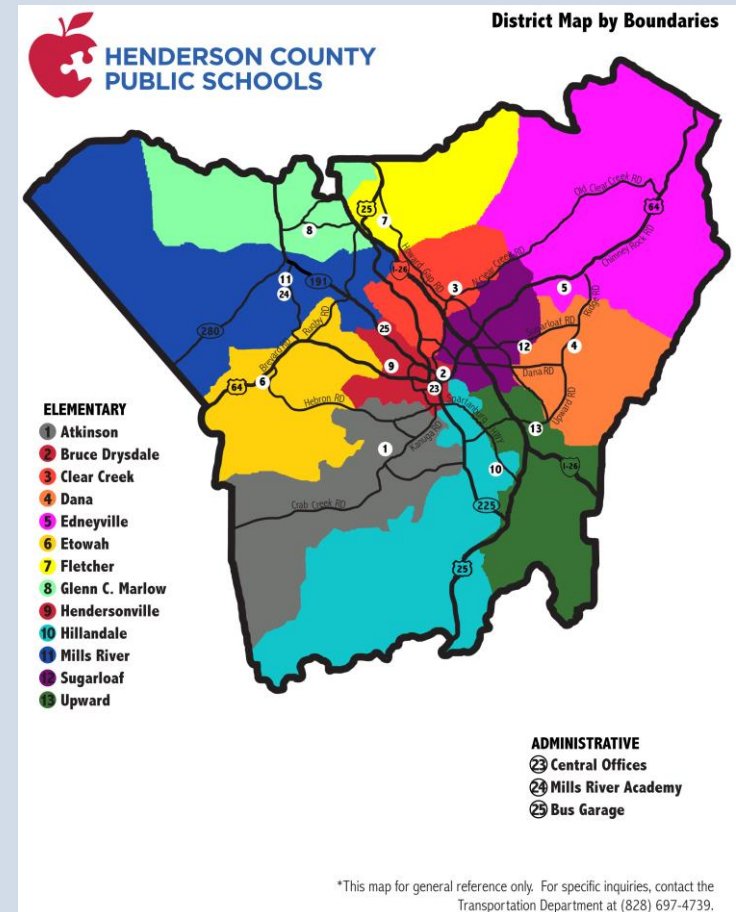
Evidence uploaded must demonstrate that the public notice **has been published and is available to the public.**

- Acceptable examples include:
  - Newspaper clipping of the public notice
  - Photo of the published newsletter with the announcement
  - Screenshot of the digital newsletter with the announcement
  - Screenshot of the announcement on your organization's website
  - Screenshot of public notice posted on social media

# Private School Consultations

During the development of the grant proposal, the applicant organization is required to contact private school officials in the proposed program's attendance area to inform them of the opportunity for the private school students and their families to receive 21st CCLC services.

- The attendance area is determined as the geographic attendance boundary or school district boundary for each targeted feeder school
- For example:
  - I am applying to serve Edneyville Elementary (Pink area on the map).
  - I would contact private schools located in the pink attendance area



**Note: The required private school consultation form will be provided when the application opens**

# Locating the Application in CCIP

NCCCIP Home

Search

Inbox

Planning

Application Supplement

Funding

Project Summary

LEA Document Library

Address Book

North Carolina CCI

4J Youth Enrichment Center

This is the TEST site. Please

Associated Organizations

Funding Applications

Budget Summary

Last Page Visited

2023 EC EARLY CHILDHOOD

Inbox

Planning

Application Supplement

Funding

Project Summary

LEA Document Library

Address Book

Budget Inquiry Reports

NCDPI Resources

- After you log in:
1. Go to Funding> Funding Applications
  2. Select 2025 from the dropdown list
  3. Navigate all required sections of the grant to enter your information

Funding Applications

4J Youth Enrichment Center (NL130) Non-LEA - FY 2025

This is the TEST site. Please be sure to complete your work in the PRODUCTION s

2025

All Active Applications

Entitlement Funding Application

There are no matching Entitlement applications for this fiscal year.

Competitive Funding Application

Due Date

FP-21st CCLC New

4/23/2024 12:00:00 PM

# Grant Details Section

# 1. Funding Amounts

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

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

**1. Total Amount Requested:** Total amount requested may not be less than \$50,000 and may not exceed \$500,000 per year, inclusive of

\$  \*

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

# 1. Funding Amounts Continued...

## Required Academic Year Out-of-School Time Program

\* Proposed Number of Required Academic Year programming slots:

\* **Age Ranges of Targeted Students to be Served:** Check all that apply.

- ☐ Elementary School (Eligible applicants elect this option if proposing to serve PreK students)
- ☐ Middle School
- ☐ High School

**Total Amount Requested for Required Academic Year: at least \$50,000 and not exceeding \$378,750.99**

\$  \*

### **Required Academic Year Out-of-School Time Program Funding Levels**

Using the proposed number and age-ranges of the targeted students to be served, each applicant will determine their **school year funding** request utilizing the designated ranges below:

#### 50 Students:

- Elementary School only, Middle School only, or Elementary School/Middle School combination: \$50,000-\$180,000.99
- Elementary School and/or Middle School, and/or High School: \$50,000-\$225,000.99
- High School Only: \$50,000-\$255,000

#### 51-75 Students:

- Elementary School only, Middle School only or Elementary School/Middle School combination: up to \$221,250.99
- Elementary School and/or Middle School, and/or High School: up to \$266,250.99
- High School Only: up to \$296,250.99

#### 76-100 Students:

# 1. Funding Amounts Continued...

## Optional Summer Learning Program(s)

### **Standard Summer Program**

**Proposed Number of Optional Standard Summer Slots:**

**Total Amount Requested for Standard Summer (if applicable): up to \$250,000**

\$

### **Summer Intensive Program**

**Proposed Number of Optional Summer Intensive Slots:**

**Total Amount Requested for Summer Intensive (if applicable): up to \$150,000**

\$

### **Standard Summer**

The ranges below are for a standard summer program. Standard summer programs must operate for a minimum of 5 weeks, with at least (3) hours per day of core academics spent on daily enrichment activities.

- **25-49 students**: \$25,000 - \$84,000
- **50-75 students**: up to \$125,000
- **76-100 students**: up to \$200,000
- **101+ students**: up to \$250,000

### **Summer Intensive Program Funding Levels**

The ranges below are for a summer intensive program. Summer intensive programs must operate for a minimum of at least 2-3 consecutive weeks, with activities/services aligned with one of the [designated focus areas](#).

- **25-49 students**: \$25,000 - \$50,000
- **50-75 students**: up to \$75,000
- **76-100 students**: up to \$120,000
- **101+ students**: up to \$150,000

## 2. Absolute Priority

2. **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.

List the name(s) and poverty percentages of 21<sup>st</sup> CCLC Proposed Feeder Schools. For information on the poverty rates of schools and Title I eligibility status, go to [OFP-Title 1 Schools 2022-2023](#)

*Note: The text box below is limited to 6,000 characters including spaces.*

A horizontal text input field with a light gray background and a thin border. It includes a scroll bar on the right side, suggesting it can accommodate a large amount of text. The field is currently empty.

**Note:** In the Required Documents section, in the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program.

**To receive absolute priority eligibility, you must serve 51% or more of schools eligible for Title I**

### 3. Competitive Priorities- Joint Applicants

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

<input checked="checked" type="checkbox"/> <b>Jointly Submitted</b>
<input type="checkbox"/> Jointly submitted by at least one local education agency (LEA) and one other eligible entity,
OR
<input type="checkbox"/> LEA/PSU unable to partner with a public or private community organization in reasonable proximity and of sufficient quality (if checked, please complete narrative box below)
* If unable to partner with an eligible organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21st CCLC program, then provide a justification below.
<i>Note: The text box below is limited to 1,500 characters including spaces.</i>

**For those applying for the joint applicant priority point, you must:**

- ☐ check the “Jointly Submitted” box (as shown in red).
- ☐ Then, you must select **ONE** of the two options (as shown in green)
  - If the second option is selected, a narrative is required

### 3. Competitive Priorities- CSI/TSI Feeder School Designation

<input type="checkbox"/> <b>CSI/TSI Feeder School Designation (up to 2 points)</b>	Refer to the <a href="#">State CSI/TSI 2023-2024 list</a> (The link says 23-24, however this is 22-23 information within the list)
<input type="checkbox"/> 2 points if 100% of schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools.	
<input type="checkbox"/> 1 point if 100% of schools to be served are a combination of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools.	

**For those applying for the CSI/TSI Priority Point you must:**

- ☐ check the “CSI/TSI Feeder School Designation” box (as shown in red).
- ☐ Then, you must select **ONE** of the two options (as shown in green)

### 3. Competitive Priorities- Chronic Absenteeism

#### ☐ Chronic Absenteeism- 2023 NC School Report Card Data for Proposed Feeder Schools (1 Point)

To qualify for the Chronic Absenteeism priority point, at least 51% of an applicant's proposed feeder schools must demonstrate greater 2023 school year. Applicants can find this information using [North Carolina School Report Cards](#) data from 2023. The data should be in Status' required document template that will be uploaded in CCIP.

**For those applying for the Chronic Absenteeism Priority Point you must:**

- ☐ check the box
- ☐ And make sure that the required data is included in the “Proposed Feeder Schools and Performance Status” required document template.
- For applicants intending to serve multiple counties: This point will be awarded based on the county where **most** (at least 51%) of the proposed feeder schools reside.

### 3. Competitive Priorities- County Distress Rankings

☐ **County Distress Ranking (Tiers) (up to 2 points)**

Priority consideration shall be given to applicants proposing to serve a majority (at least 50%) of the counties listed in the [NC Department of Commerce 2024 County Distress Rankings \(Tiers\)](#).

☐ **Tier 1 (2 points) List county or counties served below:**

\*

☐ **Tier 2 (1 point) List county or counties served below:**

\*

**For those applying for the “County Distress Rankings” Priority Point you must:**

- ☐ check the “County Distress Ranking” box (as shown in red).
- ☐ Then, you must select **ONE** of the two options (as shown in green) AND list the respective county below the box you selected.

### 3. Competitive Priorities- Unserved Counties

#### ☐ Unserved Counties (1 point)

\* Propose to run a 21st CCLC Program site in a county that has not hosted a 21st CCLC program in the last 3 grant cycles (Cohort 14, Cohort 15, Cohort 16)

List the proposed county to be served using the 21st CCLC Equitable Funding County List located in the [21st CCLC website](#), under the Cohort 17 tab.

**For those applying for the “Unserved Counties” Priority Point you must:**

- ☐ check the box
- ☐ list the proposed county to be served

## 4. Organization Type:

select **ONE** box ONLY

\* **4. Organization Type:** Indicate the organization type that is submitting the application. Please select one organization type.

- ☐ Local Educational Agency (LEA/PSU)
- ☐ Community-Based Organization (CBO)
- ☐ Faith-Based Organization (FBO)
- ☐ Bureau of Indian Education (BIE)
- ☐ Institution of Higher Education
- ☐ City or County Government Agency
- ☐ Another public or private entity or consortium of two or more such agencies, organizations, or entities.

# Using the Scoring Rubric to Help Frame Your Proposal Narrative

# 5: Abstract – Not Scored

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

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

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

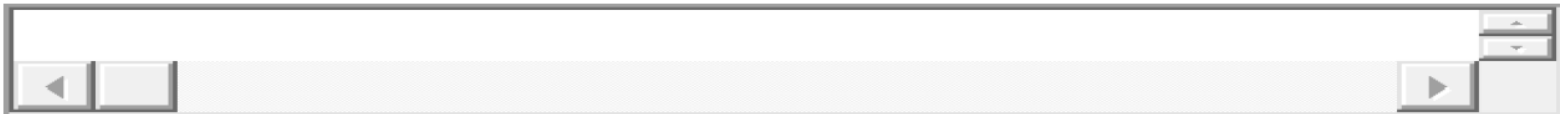


# 6: Needs Assessment – 15 Points

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

- a) academic needs of targeted students;
- b) enrichment needs of targeted students; and
- c) needs of families of targeted students in supporting their student's educational development.

*Note: The text box below is limited to 9,000 characters including spaces.*



# 6: Needs Assessment – 15 Points

## 6. Needs Assessment (15 is the highest possible score.)

The applicant describes relevant data from multiple sources that objectively and effectively demonstrate the: a) academic needs of targeted students; b) enrichment needs of targeted students; and c) needs of the families of targeted students in supporting their educational development.

Dimensions		Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)												
Applicant provides:	a) Use of data to demonstrate academic needs of targeted students	Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the academic needs of targeted students	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the academic needs of targeted students.	Vague or confusing summary of the academic needs of students the program proposes to serve.												
	b) Use of data to demonstrate enrichment needs of targeted students	Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the enrichment needs of targeted students.	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the enrichment needs of targeted students.	Vague or confusing summary of the enrichment needs of students the program proposes to serve.												
	c) Use of data to demonstrate needs of families of targeted students in supporting their student's educational development	Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the needs of families of targeted students in supporting their student's educational development.	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the needs of families of targeted students in supporting their student's educational development.	Vague or confusing summary of the needs of families to support their student's educational development.												
Circle your score for Needs Assessment. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.																
		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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## 6: Needs Assessment – 15 Points

- a) Use of data to demonstrate academic needs of students to be served
- b) Use of data to demonstrate enrichment needs of students to be served
- c) Use of data to demonstrate needs of families of targeted students in supporting their student's educational development

# 7: Goals & Objectives Aligned with Statewide Performance Goals – Not Scored

7. **Goals and Objectives Aligned with Statewide Performance Goals:** Check all that apply. Reference [Performance Goals and Objectives section](#) of the RFP for detailed requirements.

## **Core Academic Areas**

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

**PreK Centers:** ([PreK students](#) who are at least 4 years old by on or before August 31<sup>st</sup> and are enrolled in public PreK programs administered by PSUs are eligible to participate.)

- ☐ Early literacy programming
- ☐ Math programming
- ☐ Science programming

## **K-12 Centers:**

- ☐ Literacy programming
- ☐ Math programming
- ☐ Science programming.

## **Enrichment**

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

# 7: Goals & Objectives Aligned with Statewide Performance Goals – Not Scored

**PreK Centers:** ([PreK students](#) who are at least 4 years old by on or before August 31<sup>st</sup> and are enrolled in public PreK programs administered by PSUs are eligible to participate.)

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

**K-12 Centers:**

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

# 8: Student Academic & Enrichment

## Program Design – 25 Points

**8. Student Academic and Enrichment Program Design:** Clearly Describe:

- a) overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted students;
- b) academic and enrichment goals, objectives, and outcomes for targeted students that illustrate a theory of change ([Appendix A of the RFP](#));
- c) improvement activities in core academic areas to help students meet State academic standards;
- d) enrichment activities that will complement students' regular academic program; and
- e) rationale (e.g., research-based evidence, best practice, prior promising experience) for selecting effective program components (academic and enrichment).

Reference [Program Design Overview](#) in RFP Guidance for a description of required and optional 2024-2027 Cohort 17 21<sup>st</sup> CCLC programming.

*Note: The text box below is limited to 25,000 characters including spaces*



# 8: Student Academic & Enrichment

## Program Design – 25 Points

### 8. Student Academic and Enrichment Program Design (25 is the highest possible score.)

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

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

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

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

## Program Design – 25 Points

- a) Program design aligns with the needs of identified students
- b) Academic and enrichment goals, objectives, and outcomes
- c) Improvement activities in core academic areas to help students meet State academic standards
- d) Enrichment activities that complement the regular academic program
- e) Rationale for selecting effective program components (academic and enrichment)

# 9: Student Academic & Enrichment

## Program Schedule – 5 Points

### 9. Student Academic and Enrichment Program Schedule Narrative:

Provide a Program schedule narrative which must include:

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

# 9: Student Academic & Enrichment

## Program Schedule – 5 Points

Reference [Program Design Overview](#) section in RFP Guidance for a description of minimum dosage requirements.

*Note: The text box below is limited to 6,000 characters including spaces*



Note: Upload a sample schedule in the 'Related Documents' in CCIP for Required Academic Year, and Standard Summer and Summer Intensive programming if applicable.

If multiple sites and/or multiple grade spans are planned with various activities, a sample schedule should be provided for each site and/or grade span.

# 9: Student Academic & Enrichment

## Program Schedule – 5 Points

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

The applicant provides a clearly detailed schedule narrative and sample(s) of student academic and enrichment schedule(s) that reflect academic year and summer programming (if applicable).<sup>1</sup>

Dimensions		Leading (5 points)	Developing (4-2 points)	Lacking (1 point)
Applicant provides:	(a) Sample student academic and enrichment weekly schedule(s)	Clear description of the overall schedule of activities to be provided to students. <sup>1</sup>	Somewhat clear description of the overall schedule of activities to be provided to students. <sup>1</sup>	Confusing or incomplete description of the overall schedule of activities to be provided to students. (e.g., missing time slots, days, site schedules).

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

	5	4	3	2	1
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# 9: Student Academic & Enrichment

## Program Schedule – 5 Points

- a) Sample student academic and enrichment weekly schedule(s)

# 10: Family Engagement – 15 Points

## 10. Family Engagement: Describe:

- a) engagement activities aligned to the identified needs of families of targeted students;
- b) family engagement goals, objectives, and outcomes; and
- c) family outreach for student recruitment, persistent attendance, and active family participation (including three required workshops).

Reference [Family Engagement](#) section in RFP Guidance for a description of minimum requirements.

*Note: The text box below is limited to 9,000 characters including spaces*



# 10: Family Engagement – 15 Points

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

The applicant provides detailed description of the: a) engagement activities aligned to the identified needs of families of targeted students; b) family engagement goals, objectives, and outcomes; and c) family outreach for student recruitment, persistent attendance, and active family participation (including in three required workshops<sup>2</sup>).

Dimensions		Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
Applicant provides:	a) Engagement activities aligned to the identified needs of families of targeted students	Detailed description of engagement activities (including literacy and related educational development) aligned to family's identified needs that will be offered to help families effectively support their student's academic success.	General description of engagement activities (including literacy and/or related educational development) aligned to family's identified needs 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 and/or alignment to identified needs.
	b) Family engagement goals, objectives, and outcomes.	Clear and convincing description of family engagement goals, objectives, and outcomes.	Somewhat clear family engagement goals, objectives, and outcomes.	Vague or incomplete family engagement goals, objectives and/or outcomes.
	c) Family outreach for student recruitment, attendance, and family engagement	Detailed description of family outreach efforts that will positively impact proposed enrollment of targeted students, and persistent student attendance, and active family engagement (e.g., required workshops <sup>2</sup> , family events).	General description of family outreach efforts that will positively impact proposed enrollment of targeted students, persistent student attendance, and active family engagement (e.g., required workshops <sup>2</sup> , family events).	Brief or incomplete description of family outreach efforts related to enrollment of targeted students, persistent student attendance, and/or family engagement (e.g., required workshops <sup>2</sup> , family events).

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

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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# 10: Family Engagement – 15 Points

- a) Engagement activities aligned to the identified needs of families of students to be served
- b) Family engagement goals, objectives, and outcomes
- c) Family outreach for student recruitment, attendance, and family engagement

# 11: Project Administration – 25 Points

**11. Project Administration:** Describe clear plans for managing the program implementation, including in each of the following areas.

- a. **Well-Qualified Staff:** staffing plan that includes description of the roles, responsibilities, and qualifications of key personnel; and number of staff proposed (professional and paraprofessional); and, if applicable, volunteer management.

*Note: The text box below is limited to 6,000 characters including spaces*

- b. **Staff Recruitment and Retention:** staffing recruitment and retention plan to ensure qualified program personnel are hired and retained to ensure staff/student ratio supports safe and effective implementation of program.

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

# 11: Project Administration – 25 Points

- c. **Professional Development/Training:** professional development/training plan that will be provided for staff, including volunteers to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.

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



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

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



- e. **Student Transportation:** Describe how the transportation needs of participating students will be addressed, including safe transport to and from the 21<sup>st</sup> CCLC site(s) and home.

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



# 11: Project Administration – 25 Points

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

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

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

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

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

- a) Plan to operate the program with well-qualified staff
- b) Staff Recruitment and retention plan
- c) Professional development/training for staff & volunteers
- d) Accessible community outreach and dissemination efforts
- e) Student transportation

# 12: Capacity to Implement, Partner and Sustain – 20 Points

- 12. Capacity to Implement, Partner, and Sustain:** Describe the organization/agency's
- past experience/success to provide high-quality academic enrichment activities and services;

*Note: The text box below is limited to 6,000 characters including spaces*



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

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



# 12: Capacity to Implement, Partner

## and Sustain – 20 Points

- c. ability to leverage school and community-based resources including local, state and/or other federal funds to enhance proposed services; and

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

- d. approach to funding sustainability after the grant ends.

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

# 12: Capacity to Implement, Partner

## and Sustain 20 Points

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

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

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

Circle your score for Capacity to Implement, Partner, and Sustain. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

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

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# 12: Capacity to Implement, Partner

## and Sustain – 20 Points

- a) Prior success or capacity to provide proposed academic and enrichment activities and/or services
- b) Collaboration to ensure high-quality academic and enrichment opportunities
- c) Leveraging of school and community-based resources
- d) Plan for seeking support for sustaining program beyond grant

# 13: Evaluation Plan and Use of Data – 20 Points

## 13. Evaluation Plan and Use of Data: Describe:

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

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



# 13: Evaluation Plan and Use of Data – 20 Points

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

The applicant includes: a) a clear set of program effectiveness/student success measures aligned to the program's proposed goals, objectives, and outcomes, including at least one program attendance measure, one academic achievement<sup>2</sup> measure, and one family engagement measure; b) a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed; c) a description of the organizational capacity to implement proposed data collection plan and for completing reporting; and d) a description of how data will be used for program improvement and evaluation reports will be shared.

Dimensions		Leading (20-15)	Developing (14-7)	Lacking (6-1)																	
Applicant provides:	a) Program effectiveness measures aligned to proposed goals, objectives, and outcomes	Clear and specific articulation of program effectiveness measures that are aligned with the program's proposed goals and objectives (including <u>at least</u> one program attendance measure, one academic achievement <sup>2</sup> measure, and family engagement measure).	Somewhat clear articulation of program effectiveness measures that are aligned with the program's proposed goals and objectives (including <u>at least</u> one program attendance measure, one academic achievement <sup>2</sup> measure, and family engagement measure).	Incomplete or confusing 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).	Vague or confusing description of how student data will be collected and analyzed to evaluate program effectiveness.																	
	c) Organizational capacity to implement proposed data collection plan and for completing required reporting	Clear and convincing description of organizational capacity (internal or external) to implement the proposed data collection plan and for completing required reporting.	Somewhat clear or general description of organizational capacity (internal or external) to implement the proposed data collection plan and/or for completing required reporting.	Vague or confusing description of organizational capacity for data collection and reporting.																	
	d) How data will be used to improve the program and evaluation reports will be shared	Clear and convincing description of how data will be used to ensure ongoing, continuous program improvement (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared.	Somewhat clear, but general description of how data will be used to ensure ongoing, continuous improvement and/or how evaluation reports on program effectiveness will be shared.	Vague or confusing description of how data will be used to improve the program and/or to report on program effectiveness.																	
Circle your score for Evaluation Plan and Use of Data. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.																					
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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# 13: Evaluation Plan and Use of Data – 20 Points

- a) Program effectiveness measures aligned to proposed goals, objectives, and outcomes
- b) Data collection plan for program effectiveness measures
- c) Organizational capacity to implement 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

# 14: Budget Narrative & Alignment

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## 10 Points

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

- a) aligns costs with the proposed program activities, services, and administration; and
- b) demonstrates that costs are reasonable and necessary given the scope and size of the proposed program.

*Note: The text box below is limited to 9,000 characters including spaces.*



# 14: Budget Narrative & Alignment

## 10 Points

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

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

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a) Budget narrative aligns to proposed program	Detailed budget narrative that clearly aligns costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).	General budget narrative that provides somewhat clear alignment of costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).	Budget narrative is incomplete or unclear as to how costs align with the programming purpose or needs.
	b) Costs are reasonable and necessary	Detailed budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.	General budget narrative suggesting that most costs are reasonable and necessary.	Incomplete or unclear breakdown of costs raises serious questions about whether costs are reasonable and/or necessary.

# 14: Budget Narrative & Alignment

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## 10 Points

- a) Budget narrative aligns to proposed program
- b) Costs are reasonable and necessary

# Overall Proposal Alignment – 10 pts. (All)

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

Applicant provides a proposal that, as a whole, is: a) coherent and aligned across all sections of the application; and b) makes a compelling case for the need and rationale for the program and its likelihood for positive student impact (measurable student success).											
<b>Dimensions</b>		<b>Leading (10-8 points)</b>		<b>Developing (7-4 points)</b>			<b>Lacking (3-1 points)</b>				
<b>Applicant provides:</b>	<b>a) Alignment across sections of the proposal</b>	Well-written proposal that is coherently aligns all sections of the application.		Somewhat clear proposal that is aligned across most sections of the application.			Confusing proposal that is limited in alignment and fragmented across several sections.				
	<b>b) Case for need and for the likelihood of measurable student success</b>	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.				
<b>Circle your score for Overall Proposal Alignment. No individual text box. Score for overall alignment across all narrative sections.</b>											
		<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b><i>This space provided to record your notes on this section.</i></b>											

# Overall Proposal Alignment – 10 pts. (All)

- a) Align across sections of the proposal
- b) Case for need and for the likelihood of measurable student success

# Quality and Technical Review

# Application Review & Scoring Process

## Three levels of review:

- **Level I**

- Reviewers are selected by SERVE based on experience & knowledge
- Reviewers use the Extended Learning and Integrated Student Supports Grant Application Rubric to guide scoring
- Each application receives three (3) reviews/scores, which are averaged

- **Level II**

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

- **Level III**

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

# Application Review: Quality Review Scores

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

Applications must fall into one of the following quality bands:

- Excellent (123-145),
- Strong (100-122), or
- Average (76-99) to be considered for funding.

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

# Level I Application Review: Rubric Ratings

Scored Sections	Narrative Section	Maximum Points
Needs Assessment	6	15
Student Academic & Enrichment Program Design	8	25
Student Academic & Enrichment Program Schedule Narrative	9	5
Family Engagement	10	15
Project Administration	11	25
Capacity to Implement, Partner, & Sustain	12	20
Evaluation Plan and Data Use	13	20
Budget Narrative and Alignment	14	10
Overall Proposal Alignment	none	10
<b>Level I Total Possible Points</b>		<b>145</b>

# Level II Application Review: Priority Points

Potential Competitive Priority Points	Maximum Point(s)
Joint Applicants	1
CSI/TSI Feeder School Determination	1-2
Chronic Absenteeism	1
County Distress Ranking (Tiers)	1-2
Unserved Counties	1
<b>Total Maximum Possible Priority Points</b>	<b>7</b>

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

- Basic Organization Form
- Good Standing Document
- Statement of Assurances
- Debarment & Suspension
- Criminal Background Checks Certification
- Written Fiscal Procedures
- Financial Audit/Status Statement
- Private School Consultation
- Public Notice
- Total Cost Worksheet
- 21<sup>st</sup> CCLC Proposed Feeder School(s) w/School Poverty & Performance Status
- Data Integrity & Confidentiality
- System for Award Management (SAM) Registration Confirmation Notice
- Sample Program Schedule

# Pitfalls to Avoid

# Ensure Eligibility

Make sure that:

- Organization/Agency is in Good Standing
- The Absolute Priority is met
- That minimum student slots are met
- That funding amount aligns with student slots
- Eligibility to serve PreK – must be administered by an LEA

# If Pursuing Priority Point(s)

Make sure:

- To check the box for the priority point(s) that you are pursuing
- Complete all documentation as instructed
- Include signatures from all joint applicants on all Required Documents
- All Required Documents are completed in full
- All Grant Details sections are completed in full

# How to Avoid Technical Deductions

## Make sure:

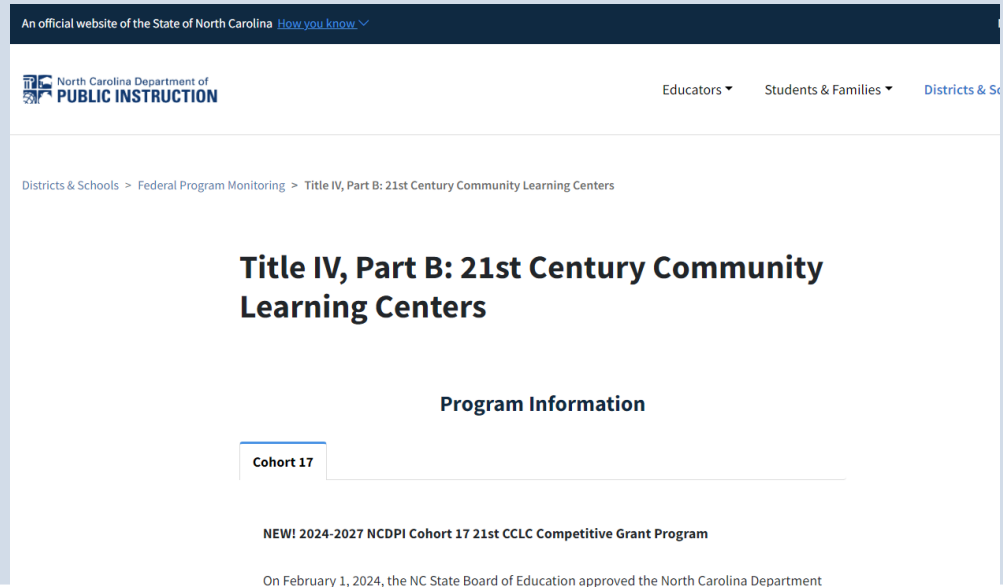
- To use the most current template provided
- All Required Documents are uploaded, can be opened, and are readable
- All documents requiring signatures have all the required signatures
- SAM documents must reflect active status
- Follow instructions for Private School Consultation forms

# 21st CCLC Website

- PowerPoint and live recordings will be available on the 21st CCLC website tomorrow (Friday).
- The FAQ document will be available on the website on **Monday March 4, 2024.**

*Scroll down past the grant competition announcement to view all files*

[NCDPI 21st CCLC Website](#)

A screenshot of the North Carolina Department of Public Instruction (NCDPI) website. The header includes the NCDPI logo and navigation links for Educators, Students & Families, and Districts & Schools. The main content area shows a breadcrumb trail: Districts & Schools > Federal Program Monitoring > Title IV, Part B: 21st Century Community Learning Centers. Below this is the title "Title IV, Part B: 21st Century Community Learning Centers" and a section titled "Program Information". Under "Program Information", there is a tab labeled "Cohort 17". The content under this tab reads: "NEW! 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program". At the bottom, a paragraph states: "On February 1, 2024, the NC State Board of Education approved the North Carolina Department".

An official website of the State of North Carolina [How you know](#) ✓

North Carolina Department of  
**PUBLIC INSTRUCTION**

Educators ▾ Students & Families ▾ Districts & Schools ▾

Districts & Schools > Federal Program Monitoring > Title IV, Part B: 21st Century Community Learning Centers

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

### Program Information

Cohort 17

**NEW! 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program**

On February 1, 2024, the NC State Board of Education approved the North Carolina Department

# Competition Timeline

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

<b>February 2, 2024</b>	Cohort 17 Notice of Intent posted. <a href="#">Click here</a> to complete.
<b>February 28-29, 2024</b>	<p>Technical Assistance (TA) Webinars –</p> <p>February 28th – (10am-12 noon)</p> <p><a href="#">RFP Cohort 17 Day 1 TA Webinar Link</a></p> <p>February 29th – Virtual TA Webinar (10am-12 noon)</p> <p><a href="#">RFP Cohort 17 Day 2 TA Webinar Link</a></p>
<b>March 1, 2024</b>	Cohort 17 Notice of Intent Form closes and responses submitted to the NCDPI via Qualtrics link
<b>Online for access at any time</b>	<p><a href="#">CCIP Virtual New Users Training</a> <b>Password for Training kSZGyiv4</b></p> <p><a href="#">CCIP New Users Training Link</a></p>
<b>March 7, 2024</b>	Application opens in CCIP
<b>April 23, 2024</b>	Applications Due – Application submitted through CCIP and <b>time stamped by 12:00 p.m. NOON Eastern Daylight Time. Applications must at least be at 'Draft Completed'</b> to be considered for review and/or evaluation.
<b>April-June</b>	Level I, II, and III Reviews
<b>July 11, 2024</b>	<a href="#">SBE Meeting</a> – Anticipated meeting for new grant recommendations for SBE review and approval as Action on First Reading.
<b>July 15, 2024</b>	<a href="#">Notifications to Approved/Not Approved Applicants</a> – Applicants notified of approval or non-approval.
<b>August 6, 2024</b>	In person Onboarding at Foundations Conference- Location TBA 9am 4pm
<b>August 13, 2024</b>	CCIP opens for Related Documents and 208 Form Uploads at 8 a.m.
<b>September 13, 2024</b>	CCIP Related Documents and 208 Form Uploads due to be considered on time for NCDPI Programmatic Risk Assessment

# Questions?

67

