

Request for Proposals:

FY24 Bipartisan Safer Communities Act 21st

CCLC Competitive Summer Enhancement

Grant Program

21st Century Community Learning Centers

Due Date: 12:00pm NOON EDT, October 31, 2023

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Part I: General Overview

Introduction and Purpose

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

The United States Department of Education (ED) awards formula grants to the North Carolina Department of Public Instruction (NCDPI) which in turn makes competitive reimbursement grants available to eligible entities. On June 25, 2022, President Biden signed into law the Bipartisan Safer Communities Act (BSCA), which included additional 21st CCLC funding to foster safer, more inclusive school environments as well as support evidence-based practices intended to increase attendance and engagement of students, especially those in middle grades and high school. NCDPI was awarded approximately \$1.4 million (\$1,400,000) in supplemental BSCA 21st CCLC funds and anticipates using the BSCA award to fund the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program. Additional information from ED regarding the Supplemental Grant Awards for the Nita M. Lowey 21st CCLC Program under the BSCA is located [HERE](#).

Program Design Overview

In alignment with the United States Department of Education guidance for BSCA funds, the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program seeks to fund summer intensive programs designed to improve students' access to innovative learning strategies that focus on reducing chronic absenteeism and increasing student engagement in learning.

Summer Intensive Programs

NCDPI defines summer intensive programs as comprehensive, consecutive 2–3-week targeted interventions designed to eliminate skills gaps, accelerate learning, ease the social transition, and/or prepare participating students for success in the upcoming school year.¹ Research has shown that students who participate in intentional summer intensive programs have fewer discipline problems, increased self-esteem, improved motivation to learn, and reduced drop-out rates.²

¹ Baker-Wright, T., Maldonado, C. (2019). A career-oriented summer: Planning your summer bridge program. *Jobs for the Future*. <https://archive.iff.org/resources/planning-summer-bridge/>

² Cohen, J.S., Smerdon, B.A. (2009). Tightening the dropout tourniquet: Easing the transition from middle to high school, preventing school failure, *Alternative Education for Children and Youth*, 53 (3), 177-184.

For the purposes of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program, all proposed summer intensive programs must be designed to support students in one or more of the following focus areas:

- Kindergarten transition for rising kindergarteners (PreK students) (see notes section below).
- 5th grade to 6th grade transition for rising 6th grade students.
- 8th to 9th grade transition for rising 9th grade students.
- Intensive tutoring previewing upcoming school year learning standards and/or credit recovery programs.
- Comprehensive mental health supports (e.g., hiring certified, professional mental health staff to support students in developing social and emotional skills).

All proposed summer intensive programs must demonstrate how the program will align to evidence-based, best practices for the allowable focus area(s). Resources regarding best practices in program design and implementation for the allowable summer intensive program focus areas can be found in Appendix C.

NOTES:

PreK students are only eligible to be enrolled in FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Programs focused on kindergarten transitions. PreK students are not eligible to be enrolled in standard 21st CCLC elementary-aged programs (i.e., those programs serving rising first grade through rising fifth grade students).

Only LEAs are eligible to apply for funding to implement summer intensive programs focused on kindergarten transitions for PreK students. All proposed kindergarten transition summer intensive programs must take place at the feeder schools in which the PreK students are registered as kindergarteners for the 2024-25 school year.

Innovative Learning Strategies

As mentioned above, NCDPI seeks to fund summer intensive programs designed to improve students' access to innovative learning strategies. For the purposes of this grant, innovative learning strategies can be defined as strategies that leverage high-quality academic instructional materials designed to³:

- focus on grade-level content,
- access students' prior knowledge,
- provide rich, hands-on learning experiences, and
- explicitly integrate social, emotional, and academic skill building.

Research has shown that targeted, high-quality summer learning programs focused on both social-emotional supports and skill-building in the areas of math and reading can support students to make

³ Darling-Hammond, L., Cook-Harvey, CM. (September 2018). Educating the whole child: Improving school climate to support student success. *Learning Policy Institute*. <https://files.eric.ed.gov/fulltext/ED606462.pdf>

and sustain academic progress, as well as reduce unexcused absences and chronic absenteeism, in the upcoming school year.⁴

In addition, proposed programs should be designed to engage all students in high-quality, interactive enrichment opportunities. When students are deeply engaged in their learning environments, research demonstrates students are more likely to regularly attend educational programs and reduce their likelihood for chronic absenteeism.⁵ For the purposes of the 21st CCLC FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program, proposed enrichment and/or academic activities should be designed to deeply engage all participants by:

- being multi-disciplinary in approach (i.e., students must use academic skills from multiple subject areas),
- being broad in offering (e.g., arts, recreation, health and wellness, STEM, cultural activities, etc.), and,
- providing relevant and engaging learning experiences by connecting students' academic skills and knowledge with their cultural (e.g., leveraging student-interests in the design and implementation of the program, working with students to build classroom norms and site culture, etc.) and community (e.g., student apprenticeships with community businesses, exploration opportunities, project-based learning, community field trips, service-learning opportunities, etc.) contexts.⁶

Family Engagement Requirements

Lastly, all proposed programs must include a family engagement component, as family engagement is a key factor for effectively reducing chronic absences among students.⁷ For the purposes of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program, all applicants must propose to host at least two (2) educational workshops for families of participating students. One workshop must focus on deepening participating families' understanding of the connection between consistent school-day attendance and future student success. The other workshop(s) must focus on offering families training on age-appropriate home-based strategies for supporting students' social-emotional well-being, and/or providing access to community resources supporting student and family mental health. The

⁴ McCombs, J.S., Augustine, C. H., Pane, J. F., & Schweig, J. (2020). Every summer counts: A longitudinal analysis of outcomes from the national summer learning project. *RAND Summer Learning Series*, xiv–xix. <https://www.wallacefoundation.org/knowledge-center/Documents/Every-Summer-Counts-A-Longitudinal-Analysis-of-Outcomes-from-the-National-Summer-Learning-Project.pdf>

Pyne, J., Messner, E., & Dee, T.S. (2020). The dynamic effects of a summer learning program on behavioral engagement in school. *Stanford University*, <https://cepa.stanford.edu/sites/default/files/wp20-10-v092020.pdf>

⁵ Chang H.N , Bauer, L., & Byrnes, V. (2018). Data matters: Using chronic absence to accelerate action for student success. *Attendance Works*, https://www.attendanceworks.org/wp-content/uploads/2019/01/Attendance-Works-Data-Matters_010919.pdf

⁶ Cantor, P., Osher, et al. (2019). Malleability, plasticity, and individuality: How children learn and develop in context. *Applied Developmental Science*, 23(4), 307–337.

⁷ Attendance Works (2015). Bringing attendance home: Engaging parents in preventing chronic absence. *Attendance Works Parent Tool Kit*, https://www.attendanceworks.org/wp-content/uploads/2017/09/062215_AW_ParentToolkit-1.pdf

implementation of all family educational workshops must be concurrent with the proposed summer intensive program's implementation timeline.

Eligibility to Apply⁸

Only applicants who are currently receiving 21st CCLC funds for the 2023-2024 academic year (i.e., subgrantees in Cohort 15 and/or Cohort 16) are eligible to apply for the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program. All Cohort 15 and Cohort 16 21st CCLC subgrantees applying for the enhancement grant must propose summer intensive programming as defined in the Program Design Overview section of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program RFP.

Eligible applicants can propose to serve additional feeder-schools and new targeted students with summer intensive programming as part of the enhancement program. Eligible applicants may only propose to serve the same feeder schools and target student populations as their standard 21st CCLC grant if:

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

An organization and/or individual (i.e., Registered Agent) acting as a Fiscal Agent can only apply for one (1) FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program grant and entities cannot apply on behalf of someone else. All applicant organizations must be in Good Standing with NCDPI to receive a grant award through this RFP.

Good Standing

To be in Good Standing, applicants must have:

- submitted all 21st CCLC final evaluation reports and data as required, and
- finalized all comprehensive program and/or fiscal monitoring review findings or questioned costs, and

⁸ Eligibility criteria already met by current 21st CCLC Subgrantees: Section 4201(b)(3) of ESEA defines eligible entities as a local education agency (LEA) (also referred to as the public school unit (PSU) in associated Related Documents), community-based organization (CBO), faith-based (FBO) Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b), another public or private entity, or a consortium of two or more such agencies, organizations, or entities.

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

- no unresolved fiscal findings from a previous fiscal year (FY23 or earlier) by the Office of the State Auditor (OSA) at the time the application is due (October 31, 2023).

If the applicant organization is deemed Not in Good Standing by NCDPI Office of Federal Programs (OFP) at any point during the review process, the application may be identified as “Not Recommended” for funding to the SBE.

NOTE:

Any organization applying for the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program cannot be listed on the North Carolina State Debarred Vendor list. Please use this link to review the current list, if necessary: <https://ncadmin.nc.gov/documents/nc-debarred-vendors>

Basic Grant Parameters

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 school-wide programs. Additionally, students served by the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program must meet federal 21st CCLC eligibility requirements.⁹

K-12 students who will be enrolled for the 2024-2025 school year in PSUs or private schools eligible under Section 8501 of the Every Student Succeeds Act (ESSA) that provide instructional programs for *kindergarten* through 12th grade are eligible to participate in FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Programs.

⁹ <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-guidance-on-student-eligibility-2020-2021.pdf>

Priority for Awards

Absolute Priority

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

For purposes of this grant application “primarily” means 51% or more.

Competitive Priorities

Joint Application (1 point)

Section 4204(i)(1)(B) of ESEA also requires that States must give competitive priority to applications that are submitted jointly between at least one PSU receiving funds under Title I, Part A and at least one public or private community organization. The statute provides an exception to this requirement for an PSU that can demonstrate that it is unable to partner with a public or private community organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program.

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

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

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

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

CSI/TSI School Designation (1-2 points)

Priority consideration shall be given to applications demonstrating models that propose all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools and/or Targeted Support and Improvement (TSI) Schools. (2 points if 100% of identified schools are designated as CSI, 1 point if 100% of identified schools are a combination of CSI and TSI). Refer to the State CSI/TSI 2022-23 list.

School Environment – NC School Report Card Data for Proposed Feeder Schools (1-3 points)

- Priority consideration shall be given to applications intending to serve students from proposed feeder schools with greater rates of (a) chronic absenteeism, (b) suspensions (short and long term), (c) expulsions, (d) criminal acts, and/or (e) instances of bullying/harassment in their school environment when compared to the State of North Carolina. To qualify for School Environment priority points, at least 51% of an applicant’s proposed feeder schools must demonstrate greater rates of adverse school environment characteristics when compared to the State of North Carolina. Applicants can find this information using North Carolina School Report Cards data; the data should be included on the applicant’s ‘21st CCLC Proposed Feeder Schools and Performance Status’ required document template that will be uploaded in CCIP

Priority points for School Environment will be assigned as follows:

- At least two (2) of the above school environment characteristics occurring at a greater rate for most proposed feeder schools (i.e., at least 51%) when compared to State of North Carolina (1 point)
- At least three (3) of the above school environment characteristics occurring at a greater rate for most proposed feeder schools (i.e., at least 51%) when compared to State of North Carolina (2 points)
- Four (4) or more of the above school environment characteristics occurring at a greater rate for most proposed feeder schools (i.e., at least 51%) when compared to State of North Carolina (3 points)

Hiring certified and qualified mental health professionals to support student success (1 point)

Priority consideration shall be given to applications that propose to hire certified and qualified mental health professionals and/or partner with qualified mental health service providers employing certified mental health professionals to intentionally support students’ social and emotional wellbeing throughout the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program.

There will not be priority consideration based on the region served for the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program. For the purposes of this competition, NCDPI will use

rank-order scoring to award enhancement funds; thus, applicants may be recommended for FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program awards based on total application score, rank order when compared to other applicants, and the total available funds for the enhancement grant program.

Quality Review Scores and Technical Deductions

The NC State Board of Education Policy CNTR-001: Competitive/Discretionary Grant Proposal Review Process requires that grant proposals be included in one of five quality band categories: Excellent, Strong, Average, Weak, Unacceptable. Applications must fall into one of the following quality bands: Excellent (76-90), Strong (61-75), or Average (47-60) to be considered for funding. Applications that fall into quality band Weak (36-46) or Unacceptable (35 or below) will not be considered for funding regardless of the SBE Region.

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

NOTE:

Any incomplete data on required documents must be resolved prior to the distribution of funds to an awardee. Failure to submit completed required documents before funds are awarded may result in loss of award.

Grant Awards and Duration

For the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program, applicants may request funds ranging from \$25,000, not to exceed \$150,000 based on¹⁰:

- 1) needs identified in the community and schools;
- 2) scope of the program;
- 3) proposed number of students served;
- 4) program design;
- 5) organizational capacity; and
- 6) evaluation capacity

To determine the level of funding eligibility, NCDPI utilized the Wallace Foundation Out-of-School Time Cost Calculator to develop the funding ranges below based on the number of students served, the duration of the summer intensive program, and its physical location. As stated previously, NCDPI defines summer intensive programs as comprehensive, consecutive 2–3-week targeted interventions designed to eliminate skills gaps, accelerate learning, ease the social transition, and/or prepare participating students for success in the upcoming school year.

FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Funding Levels

- 1) 25-49 students; 2-3 weeks; 16+ hours per week: \$25,000 - \$50,000
- 2) 50-75 students; 2-3 weeks; 16+ hours per week: up to \$75,000
- 3) 76-100 students; 2-3 weeks; 16+ hours per week: up to \$120,000
- 4) 101+ students; 2-3 weeks; 16+ hours per week: up to \$150,000

¹⁰ The U.S. Department of Education encourages State education agencies (SEAs) to consider awarding fewer but more substantial awards – large enough to fully implement comprehensive plans described in successful grant applications – rather than a larger number of small awards unlikely to have any measurable impact on student achievement.

Each subgrantee can submit reimbursement requests for FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program capturing expenses back to March 1, 2024, and through September 2, 2024. Reimbursement requests must be based on actual allowable expenditures versus encumbrances made prior to the September 2024 deadline.

NOTES:

- The proposed budget submitted with the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program application is NOT the approved budget for release of funds. If the application is approved, subgrantees must submit a final budget for the full amount of the award by line-item detail for review and approval prior to the release of funds.
- The FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program is a reimbursement grant that requires adherence with procedures as outlined in the [Education Department General Administration Regulations \(EDGAR\)](#). An entity may not apply on behalf of another. The agency completing the application and submitting through CCIP must be the operator of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program. Grant awards will be paid to the subgrantee listed in the application. All bank accounts, correspondence and documentation must use the subgrantee name for the duration of the program.
- The number of awards and the award amount will be based on the final number of quality proposals approved and available funds. The award period is contingent upon final SBE approval of the Allotment Policy Manual for the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program.

Budget Requirements

The proposed budget must (a) clearly align with program activities, (b) be reasonable and necessary, and (c) provide a breakdown of costs by category and intensive program focus areas (i.e., Kindergarten transition, 5th-6th grade transition, 8th-9th grade transition, etc.).

The FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Total Cost Worksheet reflecting requested funds by category, intensive program focus area, and a cost per student calculation for the proposed program must be completed and uploaded to CCIP under “Required Documents”. The Total Cost Worksheet must be signed in wet-ink or official electronic signature by the applicant’s chief fiscal agent.

Once the new grant proposals have been approved for funding and designated subgrantee staff have been provided technical assistance by NCDPI, the awardees will be required to submit a detailed proposed budget under the appropriate Purpose Codes and Object Codes folders as described in the

FPD 208 in the CCIP Document Library. Prior to the actual release of funds, NCDPI must review and approve the detailed budget.

Subgrantee Data Collection and Evaluation Reporting

At the end of the grant-funded period, all awarded subgrantees will be required to report (a) data regarding the breadth and quality of their summer intensive program's implementation and (b) data indicating the impact of their summer intensive program on its participants.

Program implementation reporting will require subgrantees to report the number of students served, frequency/duration of services students received, eligibility of participants, and other measures as determined by NCDPI.

All grant applicants are required to identify at last one (1) student attendance measure and one (1) student engagement measure for which outcome data will be collected, analyzed, and reported. Thus, at the end of the grant-funded period, program impact reporting will require subgrantees to summarize its program's attendance and engagement outcome data on students served (e.g., program attendance rates, academic engagement outcomes, social-emotional engagement outcomes, behavioral engagement outcomes). All subgrantees will be required to submit a ***FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Implementation and Outcomes Report*** on or before **August 30, 2024**.

Please note, that because of the short time between the end of summer program implementation and the evaluation reporting deadline, it is essential that applicants identify key student outcome measures that: (a) align with the intensive summer program's design, (b) are realistic in terms of the number/types of outcomes/measures proposed, and (c) include associated data that are accessible and can be analyzed/reported within the time constraints of the grant.

Thus, as part of the application process, it is important for applicants to sufficiently budget for and clearly describe their organization's evaluation capacity (either internal and/or external) in the collection, analysis, and reporting of program implementation and outcome data for the duration of the grant-funded period.

NCDPI Tentative Grant Competition Timeline*

<i>FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant</i> (Funding Available: March 1, 2024 – September 2, 2024)	
Date	Event
Monday, September 11, 2023	Release the <i>FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant</i>
Wednesday & Thursday September 13 & 14, 2023	TA Sessions for Summer Enhancement Grant RFP- Day 1 SEG RFP TA Webinar Day 2 SEG RFP TA Webinar
Thursday, September 14, 2023 at 12:00 p.m. (Noon)	RFP for Summer Enhancement Grant opens in CCIP at 12pm (Noon).
Tuesday, October 31, 2023	RFP for Summer Enhancement-Grant closes in CCIP at 12PM (Noon) Eastern Daylight Time; Applications must at least be at 'Draft Completed' to be considered for scoring.
Wednesday & Thursday, December 6 & 7, 2023	Recommendations for award submitted to the NC State Board of Education (SBE).
Tuesday, January 16, 2024	SEG Subgrantee onboarding TA On-boarding Part 1: Reviews Funding Awards, and Next Steps Moving Forward. Registration link will be sent directly to awarded subgrantees.
Wednesday, January 17, 2024	TA On-boarding Part 2: Reviews Grant Data Collection and Reporting Requirements, and Subgrantee Monitoring. Registration link will be sent directly to awarded subgrantees.
Friday, February 16, 2024	CCIP opens for subgrantee upload for updated documents or revisions; re: Related Documents, 208 form etc.
Friday, March 15, 2024	CCIP Related Documents (including budget (208) due for final application approval

**NOTE: The proposed timeline is tentative and subject to change based on the number of applications received and any actions taken by the SBE.*

Part II: Application Process and Components

Application Process: How to Apply

For the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program all applications must be uploaded on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP).

Only applications submitted through CCIP will be reviewed and evaluated. Applications must be submitted through CCIP by NOON 12:00 p.m. EDT on October 31, 2023. Applications received after NOON 12:00 p.m. EDT on October 31, 2023, will not be accepted.

- **Participate in the informational webinar.**

Technical assistance is provided to potential applicants to describe general requirements of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program application and required documents and/or completed templates to upload. NCDPI will conduct webinars (to be recorded) on **September 13, 2023, and September 14, 2023**. Please see above links in the 'NCDPI Tentative Grant Competition Timeline' to join the webinars.

- **Prepare to use the Comprehensive Continuous Improvement Plan (CCIP).**

The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and verification system used by NCDPI to collect funding application materials. A valid NCID is required to access CCIP. If you do not have one, please [CLICK HERE](#) to register. To be made "known" to the system, submit your NCID username (NOT password) to Anita Harris at anita.harris@dpi.nc.gov along with the PSU/Non-PSU Organization Code.

For new users of CCIP that need assistance on navigating the CCIP system for the completion of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program application, please contact your program administrator.

Funding Application Guidance

When applicants first log into CCIP, they will only need to work on the Budget Section and Related Documents Section within CCIP. Before an applicant can begin uploading any Related Documents they will need to click on the "Draft Started" link on the Section Page of CCIP.

As a reminder, please ensure applicants are working on the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant funding application within CCIP.

Application Status: Not Started

Change Status To: [Draft Started](#)

[View NCDPI History Log](#)

[View Change Log](#)

Description (View Sections Only View All Pages)	
All	
<input type="checkbox"/>	History Log
	History Log
	Create Comment
<input type="checkbox"/>	Allotments
	Allotments
<input type="checkbox"/>	Contacts
	Contacts
<input type="checkbox"/>	FY24 21st CCLC BSCA Summer Enhancement Grant
	Budget
	Related Documents
<input type="checkbox"/>	Assurances
	Assurances
All	

FUNDING APPLICATION: BUDGET SECTION

Budget

Go To

[Download Budget Data]					
Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Total
Purpose Code					
5000 - Instructional Services	0.00	0.00	0.00	0.00	0.00
6000 - System-Wide Support Services	0.00	0.00	0.00	0.00	0.00
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00
				Adjusted Allocation	0.00
				Remaining	0.00

Above is a screen shot of the Budget Section page. Applicants will need to *self-insert* these budget figures totaling your exact requested grant award amount. Applicants can use the Total Cost Worksheet and sample Budget 208 template (located within the Related Documents Section) with approved budget line-item codes to determine your overall amounts for each section listed here. On the left-hand side are the Purpose Code Categories for the 5000's (Instructional Services or activities dealing directly with students) the 6000's (System Wide Supports to support the program regardless of where they are located) such as administrative, technical, personal or logistical support, and then the 8000's (non-programmed charges) which for the purpose of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program include "Indirect Costs" for maintaining the grant.

Across the top are additional columns of "Object Codes" which include the 100's for Salaries, the 200's for Benefits, the 300's for purchased contracted services and the 400's for supplies and materials. Please note the 500s for Capital Outlay are not allowable by the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program and have been removed from the Budget Section of the funding application. Also please note here that if applicants have any dollars allocated in the 300's section and on the Budget 208, they should upload any executed and signed contracts into the Optional Documents Section on the Related Documents page.

For additional Budget support including the NCDPI Chart of Accounts, please click this link.

Once the new grant proposals have been approved for funding and designated subgrantee staff have been provided technical assistance by NCDPI, the awardees will be required to submit a detailed proposed budget under the appropriate Purpose Codes and Object Codes folders as described in the FPD 208 in the CCIP Document Library. Prior to the actual release of funds, NCDPI must review and approve the detailed budget.

NOTES:

- The proposed budget submitted with the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program funding application is NOT the approved budget for release of funds. If the application is approved, subgrantees must submit a final budget for the full State Board of Education approved amount of the award by line-item detail for review and approval prior to the release of funds.
- Since FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant are made available on a reimbursement basis, it is strongly encouraged that applicants have secured sufficient funding or a line of credit to operate the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program until allotments are disbursed.
- This section is solely for costs that will be paid from the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program budget and does not include any matching contribution. Matching contributions are not required.

FUNDING APPLICATION: RELATED DOCUMENTS SECTION

There are seven (7) Required Documents that must be completed and uploaded to CCIP for your application to be considered complete. Applicants must use the document templates provided on the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant CCIP Application page. Review, complete, sign (by all appropriate parties as indicated), and upload all Required Documents. There are additional Optional Documents that may be uploaded as supplemental information to the application.

Required Documents

If awarded, additional documents will be required once funding is approved.

- FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Application (See Appendix A)
- Basic Organization Information
- Statement of Assurances
- Program Schedule
- 21st CCLC Proposed Feeder Schools and Performance Status
- Private School Consultation
- Total Cost Worksheet

Optional Documents

- Memorandum of Understanding (MOU) (This document is required if application is jointly submitted by at least one local education agency (PSU) and one other eligible entity.)
- Partnership Agreement with PSUs (only for nonprofits working in collaboration with PSUs)
- Letters of Commitment

Related Documents Descriptions:

Required Documents

FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Application – (template provided in CCIP)

For the purposes of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program, the Funding Application Grant Details are to be entered into this editable document. The completed document must be uploaded to CCIP in the 'Related Documents' section and the CCIP application status moved to 'Draft Completed' by 12 P.M. NOON EDT on Tuesday, October 31, 2023, to be considered for review. Grant applications submitted outside of CCIP will not be considered for review.

All information and signatures must be completed by an authorized representative of the applying organization. The narrative sections of the Application will be reviewed and scored by peer reviewers during the Level I Review of the competition.

Basic Organization Information – (template provided in CCIP)

For the purposes of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program, the Fiscal Agent is generally the eligible entity that is authorized to receive funds from NCDPI. All

information and signatures must be completed by an authorized representative of the applying organization. During the application process, the Fiscal Agent will be the primary point of contact used to notify the applicant as to the status of the application whether it is approved or not approved.

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

Statement of Assurances – (template provided in CCIP)

Applicants should carefully read all statements on the ‘Statement of Assurances’ document for the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program. Any questions on these Assurances may be discussed during the technical assistance webinar. The Assurances page must be signed by an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant for the application to be considered.

Program Schedule

Applicants must provide a sample schedule for one week of programming to include planned activities and hours of operation for each of the program types (focus areas) and grade ranges served. If a program schedule varies by sites, provide a sample schedule for each. Applicants will upload the program schedule under ‘Related Documents’ section of CCIP and must also respond to the Program Schedule narrative section on the paper application. Both the uploaded program schedule and the corresponding narrative section will be utilized to score applications.

21st CCLC Proposed Feeder School(s) with School Poverty and Performance Status – (template provided in CCIP)

Applicants must complete the Excel template provided with appropriate information completed for all schools the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program proposes to serve including the related poverty percentages, low performing status of each, and school environment characteristics.

Private Schools Consultation – (template provided in CCIP)

Section 8501 of the Every Student Succeeds Act (ESSA) requires timely and meaningful consultation occur between any entity receiving FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program funds and private school officials prior to any decision that affects

the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act and shall continue throughout the implementation and assessment of activities under this section.

The organization must notify private schools operating within the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program area of availability, of the opportunity for private school student participation at no cost. The private schools included must be listed to include any private schools operating in the attendance area of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program and the *Consultation and Statement of Assurances for the Provision of Equitable Services to Private School Children for Title IV-A* form must be uploaded to CCIP where indicated. If no private schools are operating, the applicant must upload a statement indicating there are no schools operating in the area being served.

Due to the short application window for the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program, if there are private schools in your service area, applicants should submit the intent forms with date for consultation pending grant award approval. You can upload a list of private schools and one private school form filled out at the top for your organization and sign. On the list of private schools, identify the date of your tentative consultation meeting. If awarded, then all private school documents would need to be uploaded by time of budget approval for release of grant funds.

NOTE:

The current list of North Carolina conventional non-public schools (i.e., private schools) is available at: <http://www.ncdnpe.org/convnonpub.aspx>.

Total Cost Worksheet – (Excel Spreadsheet Template provided in CCIP)

Applicants must list by line item all funding sources for the proposed program including requested grant amounts. The Total Cost Worksheet asks applicants to reflect requested funds by category, intensive program focus area, and a cost per student calculation for the proposed program (e.g., applicable rows and columns). The Total Cost Worksheet must be signed in wet-ink or official electronic signature by the applicant's chief fiscal agent.

Optional Documents

NOTE:

Applicants who are not submitting an application jointly, may include a Partnership Agreement to reflect their level of collaboration with other organizations or agencies who will provide services or resources to the project even though they may not share fiduciary responsibility.

Memorandum of Understanding (MOU) – (MOU is required if submitting as a joint application, otherwise optional template provided in CCIP)

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

Partnership Agreement – (no template provided)

This document should outline the specific roles and responsibilities of each partnering agency, entity, or organization participating in a joint submittal. A collaborative partner provides routine, regular, and ongoing services to the program as outlined in a partnership agreement (e.g., the regular use of facilities and equipment, mentors/tutors, etc.). The Partnership Agreement should be signed and dated by each agency, entity, or organization participating in the joint submission.

Letters of Commitment- (no template provided)

The establishment of collaborative partners is critical to both the implementation and sustainability of the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program. Although Letters of Commitment are in the Optional Document section, applicants can demonstrate efforts to establish and maintain partnerships for implementing the grant by including signed Letters of Commitment in the application.

Submit the application in [CCIP](#) by NOON 12:00 p.m. EDT on October 31, 2023.

Once the organization has completed the application, all items, including accompanying Required Documents, must be entered on the CCIP web-based grant management system. Only those proposals submitted through CCIP to at least a status of **'Draft Completed'** by **NOON 12:00 p.m. EDT October 31, 2023** (and whose organizations/agencies are deemed in Good Standing as previously defined), will be reviewed. Please note that once the application is submitted, no changes can be made to the proposal.

Appendix A: FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Application

Instructions: Applicants must:

- use black, Calibri 12-point font.
- ensure all narrative entry fields must be single spaced.
- adhere to page limits for each section (page overages will not be read for purposes of scoring application).

Applicants must upload this application under the 'Related Documents' section of CCIP. Anything submitted outside of CCIP will not be scored.

I. Basic Information	
Public School Unit (PSU)/Non-PSU Organization Name:	
Public School Unit (PSU)/Non-PSU Organization Code:	
PSU Organization Type:	<input type="checkbox"/> District <input type="checkbox"/> Charter School <input type="checkbox"/> Lab School
Non-PSU Organization Type:	<input type="checkbox"/> Community Based Organization <input type="checkbox"/> Faith Based Organization <input type="checkbox"/> Non-Profit Organization <input type="checkbox"/> Tribal Organizations/BIE <input type="checkbox"/> For Profit Organization <input type="checkbox"/> Institutions of Higher Education <input type="checkbox"/> City or County Government Agency <input type="checkbox"/> Private Organization
Fiscal Agent Chief Administrator Name:	
Fiscal Agent Chief Administrator Email Address:	
Fiscal Agent Chief Administrator Phone Number:	
County:	
Grant Amount Requested:	
Indicate the focus area(s) of programming you plan to implement: (check all that apply)	<input type="checkbox"/> Kindergarten transition for rising kindergarteners (PreK students) (PSUs only) <input type="checkbox"/> 5 th grade to 6 th grade transition for rising 6 th grade students <input type="checkbox"/> 8 th to 9 th grade transition for rising 9 th grade students <input type="checkbox"/> Intensive tutoring previewing upcoming school year learning standards and/or credit recovery programs List grade levels to be served: <input type="checkbox"/> Comprehensive mental health supports List grade levels to be served:
Proposed Number of Students to be Served	
Proposed Number of Weeks/Dates for each type of programming selected above:	

Proposed Number of Students to be Served:	
Proposed Number of Hours of Programming per Week:	
Proposed Number of Sites:	
Time Period:	March 1 2024-September 2, 2024

II. Eligibility Checklist

All applicants for the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant must meet the following eligibility requirements (i.e., all boxes must be checked to move forward):

- Applicant’s FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program will primarily (at least 51%) serve students in grades PK-12 who attend schools eligible for Title I, Part A school-wide programs.
- Applicant is currently receiving 21st CCLC funds for the 2023-2024 academic year (i.e., subgrantees in Cohort 15 and/or Cohort 16)
- Applicants understand that they must propose to host at least (2) educational workshops for families of participating students. One workshop must focus on deepening participating families’ understanding of the connection between consistent school-day attendance and future student success. The other workshop(s) must focus on offering families training on age-appropriate home-based strategies for supporting students’ social-emotional well-being, and/or providing access to community resources supporting student and family mental health. The implementation of all family educational workshops must be concurrent with the proposed summer intensive program’s implementation timeline.

FY24 21st CCLC Competitive Summer Enhancement Grant Eligible Program Models

Do you currently have a summer program as part of your Cohort 15 and/or Cohort 16 grant award?
 Y N . If no, then move to Section III, Priority Level Determination.

Cohort 15 Summer program: Y N

If yes, will you serve the same feeder schools as cohort 15? Y N

If serving the same feeder schools, will you serve the same targeted students? Y N

Cohort 16 Summer program: Y N

If yes, will you serve the same feeder schools as cohort 16? Y N

If serving the same feeder schools, will you serve the same targeted students? Y N

FY24 21st CCLC Competitive Summer Enhancement Grant Supplement, not Supplant Verification

Currently funded 21st CCLC organizations applying for new funding may not apply for duplicate funding for the same project and schools/sites. Eligible applicants proposing to serve the same feeder schools and target student

populations as their standard Cohort 15 and/or 16 21st CCLC summer grant must demonstrate how they will supplement and not supplant with the enhancement grant funds. Please check all supplement, not supplant scenarios that apply:

- the applicant's proposed summer intensive program is occurring on different dates before and/or after the completion of the standard Cohort 15 and/or 16 21st CCLC summer program; and/or
- the applicant's proposed summer intensive program is occurring on the same dates as the standard Cohort 15 and/or 16 21st CCLC summer program but is not being implemented at the same time (i.e., the summer enhancement program must occur before and/or after standard Cohort 15 and/or 16 21st CCLC summer program hours on a given day).

III. Priority Level Determination

2. **Absolute Priority:** Under Section 4203 of the ESEA, the State must give priority to applications proposing to primarily (51% or more) serve students who attend schools eligible for [Title I, Part A schoolwide programs](#).

- List the name(s) and poverty percentage(s) of 21st CCLC Proposed Feeder Schools and Performance Status (Column N % low-income students):

2. **Competitive Priorities:** Indicate which of the competitive priorities will be met through the proposed program. Check all that apply.

- Priority consideration shall be given to applications that are submitted jointly between at least one PSU receiving funds under Title I, Part A and at least one public or private community organization. (1 point)
- Priority consideration shall be given to applications demonstrating models that propose all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools and/or Targeted Support and Improvement (TSI) Schools. (2 points if 100% of identified schools are designated as CSI, 1 point if 100% of identified schools are a combination of CSI and TSI). [Refer to the State CSI/TSI 2022-23 list](#).
- Priority consideration shall be given to applications intending to serve students from proposed feeder schools with greater rates of (a) chronic absenteeism, (b) suspensions (short and long term), (c) expulsions, (d) criminal acts, and/or (e) instances of bullying/harassment in their school environment when compared to the State of North Carolina. To qualify for School Environment priority points, at least 51% of an applicant's proposed feeder schools must demonstrate greater rates of adverse school environment characteristics when compared to the State of North Carolina. Applicants can find this information using [North Carolina School Report Card](#) data; the data should be included on the applicant's "Proposed Feeder School" required document template.

Please check the applicable box if applying for School Environment Priority points.
The priority points for School Environment will be assigned as follows:

- At least two (2) of the above school environment characteristics occurring at a greater rate for most proposed feeder schools (i.e., at least 51%) when compared to State of North Carolina (1 point)
- At least three (3) of the above school environment characteristics occurring at a greater rate for most proposed feeder schools (i.e., at least 51%) when compared to State of North Carolina (2 points)
- Four (4) or more of the above school environment characteristics occurring at a greater rate for most proposed feeder schools (i.e., at least 51%) when compared to State of North Carolina (3 points)

- Priority consideration shall be given to applications that propose to hire certified and qualified mental health professionals and/or partner with qualified mental health service providers employing certified mental health professionals to intentionally support students' social and emotional wellbeing throughout the FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program. (1 point)

Please describe specifically how the program will secure certified and qualified mental health professionals and/or partner with an external organization to provide mental health services under the specific condition(s) checked above.

IV. Grant Narrative

Program Abstract (1 Page Limit)

In the space below, provide a clear overview of the proposed FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program that communicates the program goals and intended impact, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the target population.

1. Program Needs (4 Page Limit)

In the space below, provide a clear description of how and what data were used to identify: a) the need(s) for services to eliminate skills gaps, accelerate learning, and/or ease social transition/preparation of participating students for success in the upcoming school year, and b) the school(s) and students to be served.

2. Program Design (6 Page Limit)

In the space below, provide clear description of: a) program goals aligned to identified needs; b) identified focus area(s) aligned to program goal, and implementation of key activities; c) innovative learning strategies to reduce chronic absenteeism and accelerate student learning; d) family engagement activities that focus on reducing chronic absenteeism and age-appropriate home-based strategies for supporting student social-emotional well-being; and e) rationale for how the proposed program activities will impact targeted student outcomes.

3. Program Schedule Narrative - Reminder upload schedule(s) as related document(s) in CCIP

Provide a program Schedule Narrative which must include for each focus area programming:

- Number of students served;
- Grade levels served;
- Start and end dates;
- Daily start and end times;
- Total hours per week; and
- Total number of sites

If the program is operating in multiple sites, please list information for each site.

Please upload a sample schedule in the 'Related Documents' in CCIP.

See page 19 of the RFP for more details.

4. Organizational Capacity (4 Page Limit)

In the space below, clearly describe the: a) organization's past experience/success or capacity to innovative learning strategies that meet the academic and social-emotional needs of students; b) key leaders' expertise and staffing plan (including staff to student ratio); c) proposed collaboration with partnering school principal(s) and/or community organization(s), including respective roles, responsibilities, and resources committed; and d) the organization's asset-based approaches ensuring that the school environment is safe, inclusive, and positive for all students, educators, and school staff.

5. Evaluation Plan and Data Use (3 Page Limit)

In the space below, describe: a) key student attendance and engagement outcome measures for which data will be collected, analyzed, and reported, and assurance that the organization has access to the proposed student outcome data described; b) the organizational plan for collecting outcome data on students served; and c) capacity (internal and/or external) for completing the required end-of-grant reporting on key performance measures.

6. Budget Narrative and Alignment (2 Page Limit)

In the space below, provide a budget and budget narrative that: a) aligns costs with the proposed program components; and b) demonstrates that costs are reasonable and necessary, including a calculated cost estimate per student served.

V. Signatures

Printed Name of PSU/Non-PSU Fiscal Agent Chief Administrator or Designee:	Signature of PSU/Non-PSU Fiscal Agent Chief Administrator or Designee: <i>Must be an ink/wet signature</i>	Date:

Applicants must upload this application under the 'Related Documents' section of CCIP. Anything submitted outside of CCIP will not be scored.

FY 24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Application Level I Scoring Rubric Guide

Appendix B: FY24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program SCORING RUBRIC – Maximum of 90 points

Applicant Name: _____

Applicant Number (Org Code): _____

Reviewer Number: _____

Program Needs: *(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)*

The applicant provides a clear description of how and what data were used to identify: a) the need(s) for services to eliminate skills gaps, accelerate learning, and/or ease social transition/preparation of participating students for success in the upcoming school year, and b) the school(s) and students to be served.

Dimensions	Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	<p>(a) Use of data to identify gaps in services to aid students in eliminating skills gaps, accelerate learning, and/or ease social transition/prepare participating students for success in upcoming school year</p> <p>Clear description of how and what data were used to identify the need(s) for services to eliminate skills gaps, accelerate learning, and/or ease social transition/preparation of participating students for success in the upcoming school year.</p>	<p>Somewhat clear description of how and what data were used to identify the need(s) for services to eliminate skills gaps, accelerate learning, and/or ease social transition/preparation of participating students for success in the upcoming school year.</p>	<p>Vague or missing information of how and/or what data were used to identify the need(s) for services to eliminate skills gaps, accelerate learning, and/or ease social transition/preparation of participating students for success in the upcoming school year.</p>
Applicant provides:	<p>(b) Use of data for identifying school(s) and students to be served</p> <p>Clear description of how and what data were used to identify the school(s) and students to be served.</p>	<p>Somewhat clear description of how and what data were used to identify the school(s) and students to be served.</p>	<p>Incomplete description of how and/or what data were used to identify the school(s) and/or students to be served.</p>

Circle your score for **PROGRAM NEEDS**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.

	10	9	8	7	6	5	4	3	2	1
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The space below is provided to record your notes on this section.

FY 24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Application Level I Scoring Rubric Guide

Program Design: (Rate this section from 1-25 using the scoring guide below. **25 is the highest possible score.**)

The applicant provides clear description of: a) program goals aligned to identified needs; b) identified focus area(s) aligned to program goal, and implementation of key activities; c) innovative learning strategies to reduce chronic absenteeism and accelerate student learning; and d) family engagement activities that focus on reducing chronic absenteeism and age-appropriate home-based strategies for supporting student social-emotional well-being; and e) rationale for how the proposed program activities will impact targeted student outcomes.

Dimensions		Leading (25-18 points)	Developing (17-9 points)	Lacking (8-1 points)
Applicant provides:	(a) Program goals aligned to identified needs	Clearly formed program goals aligned to identified needs of the school(s) and students to be served.	Somewhat clear program goals that reflect alignment to identified needs of the school(s) and students to be served.	Vague program goals that lack clear alignment to identified needs of the school(s) and students to be served.
	(b) Implementation plan of specific focus area(s)	Focused and clear description of identified focus area(s) aligned to program goals, and how implementation of key activities will occur.	Somewhat clear description of identified focus area(s) aligned to program goals, and how implementation of key activities will occur.	Vague or confusing description of identified focus area(s), alignment to program goals, and/or how implementation will occur.
	(c) Innovative learning¹¹ strategies to reduce chronic absenteeism and increase student engagement	Clear description of the use of innovative learning strategies to increase student engagement and reduce chronic absenteeism for targeted students.	Somewhat clear description of the use of innovative learning strategies to increase student engagement and reduce chronic absenteeism for targeted students.	Vague or incomplete description of how learning strategies will lead to increased student engagement and/or reduce chronic absenteeism for targeted students.
	(d) Family engagement activities that focus on reducing chronic absenteeism and age-appropriate home-based strategies for supporting student social-emotional well-being	Clear description and timeline of workshops for families of participating students that focus on deepening families' understanding of 1) importance of consistent school attendance, and 2) training on age-appropriate home-based strategies for supporting student social-emotional well-being.	General description and timeline of workshops for families of participating students that focus on deepening families' understanding of 1) importance of consistent school attendance, and 2) training on age-appropriate home-based strategies for supporting student social-emotional well-being.	Vague or incomplete description and/or timeline of workshops for families of participating students that focus on deepening families' understanding of 1) importance of consistent school attendance, and 2) training on age-appropriate home-based strategies for supporting student social-emotional well-being.
	(e) Rationale for how proposed program will	Clear rationale (including citing the research, evidence base, best practice	Somewhat clear rationale (including citing the research, evidence base, best	Vague or incomplete description of rationale for how the proposed program

¹¹ For the purposes of this grant, **innovative learning** strategies can be defined as strategies that leverage high-quality academic instructional materials designed to :

- focus on grade-level content,
- access students' prior knowledge,
- provide rich, hands-on learning experiences, and
- explicitly integrate social, emotional, and academic skill building.

FY 24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Application Level I Scoring Rubric Guide

impact targeted student outcomes	literature, or prior promising practices) for how the proposed program activities will impact targeted student outcomes (e.g., academic progress, improved attendance, increased student engagement, positive behaviors).	practice literature, or prior promising practices) for how the proposed program activities will impact targeted student outcomes (e.g., academic progress, improved attendance, increased student engagement, positive behaviors).	activities will impact student outcomes.
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Circle your score for **PROGRAM DESIGN**. Note: An entry of 'N/A' in the narrative box must 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
--	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---

The space below is provided to record your notes on this section.

Program Schedule (Rate this section from 1-5 using the scoring guide below. 5 is the highest possible score.)

The applicant provides detailed sample(s) of schedule(s) for: a) intensive programming for the FY24 21st CCLC Summer Enhancement Grant Program. 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.

	Dimensions	Leading (5 points)	Developing (4-3 points)	Lacking (2-1 points)
Applicant	(a) Weekly schedule(s)	Detailed sample schedule(s) of weekly academic and enrichment activities. (If multiple sites and/or grade spans with varied activities are planned, a schedule must be provided for each).	Somewhat clear description of the overall schedule of weekly academic and enrichment activities.	Confusing or incomplete description (i.e., missing time slots, days, site schedules [if multiple sites or grade spans are listed], of the overall schedule of activities to be provided.

Circle your score for **PROGRAM SCHEDULE**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.

	5	4	3	2	1
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The space below is provided to record your notes on this section.

ORGANIZATIONAL CAPACITY (Rate this section from 1-20 using the scoring guide below. 20 is the highest possible score.)

The applicant clearly describes: a) the organization's past experience/success or capacity to provide high-quality innovative learning strategies that meet the academic and social-emotional needs of targeted students; b) key leaders' experience and proposed staffing (including a staff to student ratio); c) proposed collaboration with partnering school principal(s) and/or community organization(s), including respective roles, responsibilities, and resources committed; and d) the organization's asset-based approaches ensuring that the school environment is safe, inclusive, and positive for all students, educators, and school staff.

**FY 24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Application
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Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)																
Applicant provides:	(a) Organization’s past experience/success or capacity to innovative learning strategies that meet the academic and social-emotional needs of students	Extensive record of organization’s past experience/success or compelling description of applicant’s capacity to provide high-quality innovative learning strategies that meet the academic and social-emotional needs of targeted students. (must address both academic and social-emotional capacity)	Some record of organization’s past experience/success or general description of applicant’s capacity to provide high-quality academic and enrichment summer innovative learning strategies that meet the academic and social-emotional needs of targeted students.	Limited to no evidence of past success or unconvincing description of applicant’s capacity to implement high-quality academic and social-emotional summer programming.																
	(b) Key leaders’ expertise and staffing plan (including staff to student ratio)	Detailed description of key leaders’ experience and proposed staffing (including a staff to student ratio).	General description of key leaders’ experience and proposed staffing (including a staff to student ration).	Limited or incomplete staffing information. Staff to student ratio is missing or unconvincing.																
	(c) Collaboration among school principal(s) and community partner(s)	Detailed description of proposed collaboration with partnering school principal(s) and/or community organization(s), including respective roles, responsibilities, and resources committed.	General description of proposed collaboration with partnering school principal(s) and/or community organization(s), including respective roles, responsibilities, and resources committed.	Weak or confusing summary of proposed collaborations and/or identification of respective roles, responsibilities, <i>and/or</i> resources.																
	(d) Safe, inclusive, and positive school environment for students, educators, and school staff	Clear description of organization’s asset-based approaches that ensure the school environment is safe, inclusive, and positive for all students, educators, and school staff.	General description of organization’s asset-based approaches that ensure the school environment is safe, inclusive, and positive for all students, educators, and school staff.	Vague or incomplete description of organization’s asset-based approaches that ensure the school environment is safe, inclusive, and/or positive for all students, and/or educators, and school staff.																
<p>Circle your score for OPERATIONAL CAPACITY. Note: An entry of ‘N/A’ in the narrative box must yield a score of zero (0) points.</p>																				
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
<p>The space below is provided to record your notes on this section.</p>																				

FY 24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Application Level I Scoring Rubric Guide

EVALUATION PLAN AND DATA USE *(Rate this section from 1-15 using the scoring guide below. 15 is the highest possible score.)*

The applicant describes: a) key student attendance and engagement outcome measures for which data will be collected, analyzed, and reported, and assurance that the organization has access to the proposed student outcome data described; b) the organizational plan for collecting outcome data on students served; and c) capacity (internal and/or external) for completing the required end-of-grant evaluation reporting on key performance measures.

Dimensions		Leading (15-11)	Developing (10-6)	Lacking (5-1)
Applicant provides:	(a) Key student attendance and engagement outcome measures	Clear and specific identification of at least one student attendance measure and one student engagement measure for which outcome data will be collected, analyzed, and reported; and assurance that the organization has access to the data described.	Somewhat clear identification of at least one student attendance measure and one student engagement measure for which outcome data will be collected, analyzed, and reported; and assurance that the organization has access to the data described.	Incomplete or missing identification of at least one student attendance measure and one student engagement measure; and assurance that the organization has access to the data described.
	(b) Student outcome data collection plan	Clear and specific articulation of plan for collecting outcome data on students served.	General description of plan for collecting outcome data on students served.	Incomplete or missing description of plan for data collection.
	(c) Capacity (internal and/or external) for completing the required end-of-grant reporting	Clear and convincing description of organizational capacity (internal and/or external) for completing the required end-of-grant reporting on key student outcomes.	General description of organizational capacity (internal and/or external) for completing the required end-of-grant reporting on key student outcomes.	Incomplete or unconvincing description of capacity for completing the required end-of-grant reporting.

Circle your score for **EVALUATION CAPACITY**. Note: An entry of 'N/A' in the narrative box must 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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The space below is provided to record your notes on this section.

FY 24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Application Level I Scoring Rubric Guide

BUDGET NARRATIVE AND ALIGNMENT *(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)*

The applicant provides a budget narrative that: a) illustrates how costs are aligned to proposed program components; and b) demonstrates that costs are reasonable and necessary.

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	(a) Budget narrative aligns to proposed program components	Detailed budget narrative that clearly illustrates how costs are aligned to proposed program components.	Budget narrative that somewhat aligns to proposed program components.	Budget narrative with incomplete information or conflicting alignment with the proposed program components.
	(b) Costs are reasonable and necessary	Budget narrative sufficiently demonstrates costs are reasonable and necessary (including a calculated cost estimate per student served).	General description suggesting that most costs are reasonable and necessary.	Insufficient description raises serious questions about costs.

Circle your score for **BUDGET NARRATIVE**. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.

	10	9	8	7	6	5	4	3	2	1
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The space below is provided to record your notes on this section.

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

**FY 24 BSCA 21st CCLC Competitive Summer Enhancement Grant Program Application
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Overall Proposal Alignment: *(Rate this section from 1-5 using the scoring guide below. 5 is the highest possible score.)*

Applicant provides a proposal that, as a whole, is a) aligned across all sections of the proposal and makes a compelling case for the need for the program and its likelihood for positive student impacts (measurable student success).						
Dimensions		Leading (5 points)	Developing (4-3 points)	Lacking (2-1 point)		
Applicant	a. Alignment across all sections of the proposal and makes a compelling case for program need and likelihood of positive student impacts	Well-written proposal that is clearly aligned across all sections of the application and that makes a compelling case for the need and rationale for the program and the likelihood of measurable student success.	Somewhat clear proposal that is aligned across most sections of the application and that makes a somewhat sound case for the need and rationale for the program and its likelihood of measurable student success.	Confusing proposal that is limited in alignment and fragmented across several sections and/or does not make a convincing case regarding the need for the program and/or likelihood of measurable student success.		
Circle your score for Overall Proposal Alignment. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.						
		5	4	3	2	1
<i>This space is provided to record your notes on this section.</i>						

Appendix C: Summer Intensive Program Development and Implementation Resources

Creating Safe and Inclusive School Environments

U.S. Department of Education

The U.S. Department of Education believes all students deserve learning environments that are safe, inclusive, supportive, and fair. To support schools across the nation to intentionally implement evidence-based practices and policies that build positive school communities for students and staff, the Department has developed the following resources:

- Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates
- Guiding Principles and Best Practices in School Discipline to Support Students' Social, Emotional, Behavioral, and Academic Needs

Kindergarten Transition Programs

Attendance Works

Attendance Works has developed the “Early Matters: Site Level Practices” Toolkit to support the development and implementation of high-quality kindergarten transition programs focused on developing strong attendance habits among families prior to the start of the school year.

Education Commission of the States Special Report

The “Transitions and Alignment from Preschool to Kindergarten” (2018) special report outlines effective components of high-quality transition programs for kindergarteners.

Georgia Department of Education

GADoE has developed transition tool kits for kindergarten through 12th grade. The resources are available in English and Spanish and include supplemental videos.

National Head Start Association – New Early Childhood Coordination Requirements in the ESSA

NHSA developed a guide outlining steps PSUs can take to have effective coordination with Head Start and other early childhood programs regarding kindergarten transitions.

New America

New America is a resource center and idea hub that offers several resources regarding developing and implementing high-quality, evidence-based kindergarten transition programs.

- Toolkit for Effective and Supportive Transitions for Children, Families, and Educators in Fall 2021 and Beyond
- Toolkit for Using Policy to Enable Effective and Supportive Transitions for Children, Families, & Educators

Supporting the Transition to Kindergarten in Nevada

The Nevada Department of Education developed this transition guide (2021) which includes examples regarding planning for successful kindergarten transitions.

Middle School Transition Programs (5th to 6th grade)

A Guide for Planning Transitions to Secondary (6-12) School

Attendance Works has developed “A Guide for Planning Transitions to Secondary (6-12) School”. This transition planning guide helps secondary school leaders work with district and school teams to develop a data-informed transition plan that supports the engagement of students and families so that students are more likely to attend or participate.

Association for Middle Level Education (AMLE)

AMLE has developed several resources connecting best-practice research to high-quality transition programming planning and implementation for middle school students:

- Supporting Young Adolescents’ Transition in and out of the Middle School
- Transitioning Young Adolescents from Elementary to Middle School
- Welcoming Students to Middle School

FHI 360

FHI 360's education work in the United States spans the continuum of learning and development from early childhood to adulthood. FHI 360’s compiled a guide of strategies and resources to support effective middle school transitions.

Georgia Department of Education

GADoE has developed transition tool kits for kindergarten through 12th grade. The resources are available in English and Spanish and include supplemental videos.

IRIS Center at Peabody College – Vanderbilt University

The IRIS Center is a national center providing learning modules regarding the use of effective evidence-based practices and interventions in the classroom. The linked module focuses on how to develop student-centered transition plans, especially for students with IEPs.

Making the Change from Elementary to Middle School

The American Counseling Association has published the article “Making the Change from Elementary to Middle School” (2016) highlighting the importance of developing and implementing comprehensive middle school transition programs for elementary students.

National Technical Assistance Center on Transition

The NTACT produced an annotated bibliography (2018) to support the planning practices of stakeholders developing and implementing middle school transitions for students. The resources in the guide can be used to design programs to support all students and particularly students with disabilities.

PACER Center

The PACER Center has published the report “Making the Move from Elementary to Middle or Junior High School: Transition Tips for Parents of Students with Disabilities” (2017) highlighting

best practices for middle school transitions that are applicable to all students, and specifically discusses how to support those students with additional needs.

High School Transition Programs (8th to 9th grade)

A Guide for Planning Transitions to Secondary (6-12) School

Attendance Works has developed “A Guide for Planning Transitions to Secondary (6-12) School”. This transition planning guide helps secondary school leaders work with district and school teams to develop a data-informed transition plan that supports the engagement of students and families so that students are more likely to attend or participate.

Charting a Course for the Future – A Transition Toolkit

CDE has developed the “Charting a Course for the Future – A Transition Toolkit” to support educators as they support students in secondary transitions.

Ensuring Successful Student Transitions from the Middle Grades to High School

ECS published the policy brief “Ensuring Successful Student Transitions from the Middle Grades to High School” (2008) outlining expert recommendations for successful high school transition programs.

FHI 360

FHI 360's education work in the United States spans the continuum of learning and development from early childhood to adulthood. FHI 360's compiled a guide of strategies and resources to support effective high school transitions.

Georgia Department of Education

GADoE has developed transition tool kits for kindergarten through 12th grade. The resources are available in English and Spanish and include supplemental videos.

Ninth Grade Counts: Strengthening the Transition into High School

The US Department of Education developed the “Ninth Grade Counts: Strengthening the Transition into High School” (2012) guide to strengthen the development of secondary transition programs across the nation.

PACER Center

The PACER Center has a variety of resources highlighting best practices for high school transitions that are applicable to all students, and specifically discusses how to support those students with additional needs.

Virginia Department of Education

The VDOE offers a variety of Secondary Transition Resources for educators developing and implementing secondary transition resources.

Intensive Tutoring Programs

Accelerating Student Learning with High-Dosage Tutoring

The EdResearch for Recovery Project developed the “Accelerating Student Learning with High-Dosage Tutoring” (2021) handbook outlining design principles for effective tutoring.

High Impact Tutoring Toolkit

TEA partnered with the National Student Support Accelerator to develop the “High Impact Tutoring Toolkit” for designing and implementing tutoring programs.

High-Impact Tutoring: Accelerating Student Learning

Office of the State Superintendent of Education – Washington DC developed the “High-Impact Tutoring: Accelerating Student Learning” (2022) handbook for local districts and schools.

High-Impact Tutoring: District Playbook

National Student Support Accelerator seeks to ensure every student in need has access to an effective tutor and developed the “High-Impact Tutoring: District Playbook” to support the development of high-quality tutoring programs nationwide.

National Partnership for Student Success

NPSS provides technical assistance on establishing high-quality, intensive tutoring programs.

New Analysis of Best Practices from State High-Impact Tutoring Programs

The Education Trust published the press release, “New Analysis of Best Practices from State High-Impact Tutoring Programs” (2022) highlighting five states’ evidence-based strategies to accelerate student learning through tutoring.

Credit Recovery Programs

US Department of Education

[US Department of Education published an issue brief on credit recovery \(2018\) providing an overview of credit recovery research and nationwide survey results regarding credit recovery programs.](#)

Using ESSER Funds for Supportive, Targeted, & Flexible Credit Recovery

[ERS developed the “Using ESSER Funds for Supportive, Targeted, & Flexible Credit Recovery” handbook which provides credit recovery program best practices and samples of successful programs.](#)

Comprehensive Mental Health Support Programs

Mental Health and Schools: Best Practices to Support our Students

The Baker Center for Children and Families is an evidence-based policy institute who published the report, “Mental Health and Schools: Best Practices to Support our Students”

(2023) which offers research, best practices, and examples of comprehensive mental health programs in school settings.

Mental Health Resources for K-12 Schools

The multi-agency collaborative effort, SchoolSafety.gov, published a “Mental Health Resources for K-12 Schools” resource guide including links to a variety of resources, programs and tools school communities can reference on mental health.

National Center on Safe and Supportive Learning Environments

The National Center on Safe and Supportive Learning Environments works to support stakeholders nationwide to implement trauma-informed programs. The Center has also developed the worksheet, “Implementing School Mental Health Supports: Best Practices in Action” which provides resources, examples, and checklists to ensure the implementation of comprehensive mental health supports in school settings.

The Wisconsin School Mental Health Framework

The Wisconsin Department of Public Instruction developed, “The Wisconsin School Mental Health Framework” (2015) guidance which outlines best practices in tiered approaches to mental health supports and provides examples of community mental health service partnership models.

Youth.gov

A federal resource outlining definitions, research and best practices for school based mental health programs.