

**21<sup>st</sup> CCLC Application Scoring Rubric Review Webinar  
Response to Submitted Questions**

**Level I Review**

1. Where are the most points scored?

See point values associated with each section in the table below (FA = Funding Application).

<b>Rubric Sections</b>	<b>CCIP Section</b>	<b>Maximum Points</b>
Needs Assessment	Planning Tool	10
Program Design	FA-6	20
Family Engagement	FA-7	10
Project Administration	FA-8	10
Capacity to Implement, Partner, and Sustain	FA-9	10
Evaluation Plan and Use of Data	FA-10	15
Budget Narrative and Alignment	FA-11	10
Overall Proposal Alignment	All	10
<b>Total Maximum Points – Level I Review</b>		<b>95</b>

The Program Design section has a maximum possible rating of 20 points. The Evaluation Plan and Use of Data section has a maximum possible rating of 15 points. The remaining six rubric sections have a maximum possible rating of 10 points each.

**Level II Review**

2. Are we awarded additional points for bringing in other non-LEA partners from our community to support the program we propose?

During the Level II Review, DPI will apply Priority Points, as relevant, in five areas listed below to Level I Review scores (averaged across three reviewers):

- Application is submitted jointly between at least one local education agency (LEA) receiving funds under Title I, Part A and at least one public or private community organization
- Application offers program in an underserved geographic area of the state
- Application serves schools identified as Focus/Priority
- Application offers summer programming
- Novice 21st CCLC applicant

NOTE. An applicant must provide letters of commitment from other non-LEA partners described in the Capacity to Implement, Partner, and Sustain section.

3. If submitting as joint applicants, are both scored separately - & since it's more than partnership, is it combined for bonus points?

Applications that are submitted jointly are considered to be those where the local education agency and community organization submit one application together and share equal responsibility for the 21st CCLC program.

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**Other – General**

4. Does a Title I school-wide charter school qualify as an LEA for priority consideration?  
In NC, charter schools are not considered to be local educational agencies, but are schools under the governance of non-profit boards. Local educational agencies are those considered to be local school administrative units under the governance of local boards of education.

5. Can you provide clarification on matching funds (e.g., dollars or in-kind) and clarification on tier scoring variables?  
Match requirements may be met through dollars or in-kind contributions. Each organization will complete the Cost Calculator with information tailored to that organization's proposed program and will attach a printout of the results to the application. Among its output, the Cost Calculator will provide an annual total program cost with low, median, and high estimations. Organizations serving schools in counties designated as Tier 1 counties are eligible for 90% of the high annual total program cost; Tier 2 county organizations are eligible to receive 85% of the median annual total program cost; Tier 3 county organizations are eligible to receive 80% of the low annual total program cost. (City organizations will use the Tier designation for the county in which they are located.) No organization is eligible to receive a grant award totaling less than \$50,000 or more than \$400,000 after Cost Calculator and Tier Designations are applied. Cost Calculator results must be submitted in the Related Documents section in CCIP.

NOTE: Program costs must be based on a minimum of 50 slots for no less than 12 hours per week.

6. I do not see the GPRA goals spelled out on page 26 [of RFP guidance]. Where can we get the exact goals?

Student outcome indicators for 21<sup>st</sup> CCLC programs are defined at the federal level through the Government Performance Results Act (GPRA). NCDPI reports to the U.S. Department of Education on participating students' outcomes in three areas: state test results, report card improvement (grades), and improved classroom behaviors at the end of the year as rated by the students' classroom teachers (see *21<sup>st</sup> CCLC Annual Performance Report (APR) – Teacher Survey* link in Question #7 below).

For applicants, sample goals and performance measures for school year student progress in the three outcome areas are shown below:

**Improved Grades**

- Percent of 21<sup>st</sup> CCLC regular program participants whose mathematics grades improved from fall to spring
- Percent of 21<sup>st</sup> CCLC regular program participants whose English Language arts grades improved from fall to spring

**Teacher-Reported Improvement (Survey)**

- Percent of 21<sup>st</sup> CCLC regular program participants with teacher-reported improvement in homework completion and class participation
- Percent of 21<sup>st</sup> CCLC regular program participants with teacher-reported improvements in student behavior

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### Improved State Test Scores in Reading/Math

- Percent of 21<sup>st</sup> CCLC regular program participants who improve from not proficient to proficient or above in math on state assessments
- Percent of 21<sup>st</sup> CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments

In the Evaluation Plan and Use of Data section, in addition to describing how student attendance in the program will be measured, applicants should identify at least one achievement measure as shown above to use in monitoring student progress. That is, reviewers will expect to see ***program effectiveness/student success measures aligned to the program design, which include at least one attendance measure and one student academic achievement measure.***

In addition to the expectation that applicants will define student outcome measures they will use to report on student progress, NCDPI also collects and reports on the achievement measures above to USED using 1) the Annual Performance Results (APR) submitted by each local sub-recipient organization each year and 2) student data submitted by LEAs and charter schools through PowerSchool.

7. Where do we find the teacher survey to collect data on improved student behaviors?  
A copy of the *21<sup>st</sup> CCLC Annual Performance Report (APR) – Teacher Survey* can be accessed and downloaded in Word format on the 21<sup>st</sup> Century Community Learning Centers CFDC Reporting page: <http://www.ncpublicschools.org/21cclc/reporting/>.
8. Can a chart/schedule be embedded into CCIP or is it an attachment?  
A table or chart created in Word can be copied and pasted directly into the CCIP text box.
9. Is it too late to turn in the intent to apply form?  
A Notice of Intent to Apply can still be submitted. The form can be accessed and downloaded from the *21<sup>st</sup> Century Community Learning Centers Request for Proposals* web page at: <http://www.ncpublicschools.org/21cclc/rfp/>. Completed forms should be submitted by email to [Richard.trantham@dpi.nc.gov](mailto:Richard.trantham@dpi.nc.gov) or faxed to 919.807.3964. Information collected through the Intent to Apply documents will be used to determine the space needed for technical assistance meetings and training sessions. Please note that the submission of this notice is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.
10. Are there a minimum number of days/hours/etc. required for program operation?  
Projected program costs must be based on a minimum of fifty (50) slots for a minimum of twelve (12) student contact hours per week. For further details concerning eligibility and program design requirements, read the *21<sup>st</sup> Century Community Learning Centers Request for Proposals Application Guidance 2017-18*, which can be downloaded at: <http://www.ncpublicschools.org/21cclc/rfp/>.