

21st Century Community Learning Centers Cohort 19 Competitive Grant Program

**Susan Brigman, Section Chief ~ 21st CCLC
Office of Federal Programs**



Housekeeping



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Etiquette**



**First Name,
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**Add Questions
to the Chat**

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be posted**



**Presentation
Slides will be
Posted**

Day 2 Agenda

- Review Process
- Appeals Process
- Application(s) Details
- Framing Your Proposal Narrative - Three Purposes, One Model
- Quality and Technical Review
- Submission Reminders



Application Review and Selection Process *(RFP pgs. 46-47)*

Susan Brigman, Section Chief 21st CCLC

SBE Policy CNTR 001

- The North Carolina State Board of Education (SBE) policy CNTR-001 outlines the approval process for competitive non-discretionary funds.
- This policy was developed to assure the Board that all project proposals have been evaluated fairly and on merit without bias or favoritism and all approval criteria for selection have been followed.
- Definition: Competitive projects are those projects for which NCDPI or SBE solicits proposals from eligible applicants and are evaluated against a set of approved criteria to determine the recommendations for funding.

SECTION V. Exceptions

Any additional criteria, amended process, or further changes made to the above procedures must be approved by the deputy state superintendent.

In accordance with the policy, the State Board of Education (SBE) can approve deviation from the written policy.

The SBE approval of this RFP authorized the following approval process for awarding 21st CCLC Cohort 19 grants.

21st CCLC Competitive Grant Competition Review Process

- **Initial Login and Screening:** Each application is reviewed to determine the presence of basic components including proposal sections, applicant and partner signatures, and other essential items outlined in the Application Guidance including determination of Good Standing.
- **Level I Review:** The review team is comprised of experienced, external grant readers from various professions. Impartial reviewers will evaluate each application based on the proposed activities and the capability of the applicant to implement the proposed program.
- A review team of three reviewers will assess each application utilizing a Rating Rubric (Appendix B). Scores from the independent evaluations will be averaged to determine a final rating for each application. Each proposal will be included in one of the five following quality bands:
 1. Excellent (145-170)
 2. Strong (115-144)
 3. Average (85-114)
 4. Weak (59-84)
 5. Unacceptable (58 or below)

Level II Review:

Applications recommended for funding by the review team will be reviewed by a smaller team of reviewers (which may include the Office of Federal Programs director and review team chairpersons).

NCDPI will review to determine eligibility and assign “priority points” based on predetermined criteria defined in the RFP as well as confirm “technical deductions.”

Required document(s) **not completed or submitted in its entirety** and/or **missing official signatures** will be considered incomplete in its submission and **will receive a point deduction(s)** for each incomplete required document submitted.

Level III Review

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

Upon approval from the SBE, the General Contact Person and Fiscal Agent (if different organization from the General Contact) will be notified via CCIP.

Appeals Process *(RFP Pgs. 71-72)*

- In accordance with federal rules, NCDPI provides applicants or recipients with the opportunity for a hearing to appeal NCDPI's final action under an applicable federal program. See 34 C.F.R. § 76.401(a), 34C.F.R. § 76.783 and 20 U.S.C. 1231b-2.
- For more information on the appeals process see Appendix C of the Request for Proposal (RFP).

SERVE at UNC Greensboro

Beth Thrift, Senior Program Specialist

Kathleen Mooney, Evaluation Specialist

Megan Orleans, Program Specialist



Cohort 19 Application

Academic School Year
Summer Only



21st CCLC Cohort 19 Application Template

- PART I – Basic Information and Funding Request & Scope
- PART II – Absolute Priority
- PART III – Competitive Priorities
- PART IV – Details for Planning & Implementation
 - Section 1. Overall Program Abstract
 - Section 2. Core Program Purposes
 - Section 3. Program Schedule
 - Section 4. Program Overview
 - Section 5. Integrated Program Model

PART I – Basic Information

PART I - BASIC INFORMATION

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

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

* **2. List the counties to be served:**

Check Spelling

0 of 150 characters



PART I – Funding Request & Scope

3. Academic Year Program(s)

☐ NOT IMPLEMENTING ACADEMIC YEAR PROGRAM(S): Selecting this box indicates that the subgrantee will not implement any Academic Year Programs.

If the box is unchecked, the following three items are required:

* \$	Total Amount Requested for Academic Year (At least \$50,000 and not exceeding \$415,000)
*	Proposed number of academic slots
* Age Ranges of Identified Students to be Served (Check all that Apply)	
Select all that apply Clear Search... Select All / Deselect All ☐ Pre-Kindergarten ☐ Elementary School ☐ Middle School ☐ High School	

PART I – Funding Request & Scope

4. Standard Summer Learning Program(s)

☐ NOT IMPLEMENTING STANDARD SUMMER LEARNING PROGRAM(S): Selecting this box indicates that the subgrantee will not implement any Standard Summer Learning Programs.

If the box is unchecked, the following two items are required:

* \$	Total Amount Requested for Standard Summer. (Maximum = \$275,000)
*	Proposed number of academic slots

5. Summer Intensive Program(s)

☐ NOT IMPLEMENTING SUMMER INTENSIVE PROGRAM(S): Selecting this box indicates that the subgrantee will not implement any Summer Intensive Programs.

If the box is unchecked, the following three items are required:

* \$	Total amount Requested for Summer Intensive (Maximum = \$165,000)
*	Proposed Number of Optional Summer Intensive Slots

* Proposed Summer Intensive Program Focus Area(s)

Select all that apply

Clear

Search...

Select All / Deselect All

- ☐ Kindergarten transition for rising kindergarteners (PreK students) **See RFP for eligibility notes.**
- ☐ 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)



PART I – Funding Request & Scope

6. Total Amount Requested

\$

The total amounts entered by the applicant in items 3, 4 and 5 are automatically tabulated here. This amount must be no less than \$50,000 and may not exceed \$500,000.

Applicants must meet the minimum program requirements for each program selected, including total program hours and student enrollment. To determine the levels of funding eligibility, organizations will utilize the funding levels in the RFP under the Funding Levels section.

****ALERT**** Enter at least \$50,000 in items 3, 4 & 5.



PART II – Absolute Priority

PART II - ABSOLUTE PRIORITY

Under Section 4203 of the ESEA, the state must give priority to proposals where more than 50% of the served students attend schools eligible for Title I Schoolwide (SW) programs. Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

☐ Check here if 51% or more of the schools to be served are Title I Schoolwide Eligible. In the Required Documents section, in the 21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status template applicants must 1) list all public schools to be served and 2) indicate the average percentage of low-income children attending the public (feeder) schools.

* Proposed Feeder Schools

In the space below list the name(s) and poverty percentages of 21st CCLC Proposed Feeder Schools. For information on the poverty rates and Title I status of schools, look for the [Eligible Schools Summary Report \(ESSR\)](#) at the DPI web site.

ABC



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Words: 0 Characters: 0

Absolute Priority

At least 51% of proposed feeder schools must meet the Title I schoolwide criterion.

Identify each proposed feeder school by name.

Report the relevant low-income student percentages in the required feeder-school template.

Use evidence for the population the program proposes to serve.



PART III – Competitive Priorities

PART III - COMPETITIVE PRIORITIES

* Applicants must indicate which (if any) of the competitive priorities will be met through the proposed 21st CCLC Academic Year and Summer Program(s), as applicable. Check all that apply.

☐ Click here to report that none of the competitive priorities will be met. Selecting this box will zero out and collapse the remainder of PART III.
1. Federal Competitive Priority
☐ Joint Application (1 point)
2. Student Need Indicators
☐ CSI/TSI Feeder School Designation
☐ 100% of Feeder Schools Identified as CSI (2 points)
☐ 100% of Feeder Schools Identified as either CSI or TSI (1 point)
☐ Grade-Level Proficiency - Reading (2 points)
☐ Grade-Level Proficiency - Math (2 points)
☐ Chronic Absenteeism (1 point)
☐ Short Term Suspensions (1 point)
3. Community Need Indicators
Workforce Readiness
☐ Career Awareness and Exploration (1 point)
☐ Workforce Readiness Experiences and Career Pathways (1 point)
☐ Academic Integration and Measurable Outcomes (1 point)
Expanded Access - Serving Rural Counties
☐ Counties rated 4 and 5 (1 point)
☐ Counties rated 6 and 7 (2 priority points)
☐ Counties rated 8 and 9 (3 priority points)



Federal Competitive Priority: Joint Applicants

A joint application must share responsibility for the project.

One applicant must be a Title I Part A LEA/PSU.

At least one other eligible entity applies jointly.

Partners share planning, service delivery, grant resources, management, and oversight.

A signed MOU is required; a contractor alone does not make an application joint.



Student Need Indicators

Up to 8 priority points are tied to need in proposed feeder schools.

CSI: all schools CSI (2);
all schools CSI/TSI mix (1).

Chronic absenteeism: at least 51%
at 30% or higher (1).

Reading / English II: at least 51% at
or below 45% GLP (2).

Short-term suspensions: majority of
feeder schools above state rate (1).

Math / NC Math 3: at least 51% at or
below 50% GLP (2).



Community Priorities: Workforce Readiness

Up to 3 points recognize career-connected learning and student outcomes.

Career awareness and exploration
(1 point).

Workforce readiness experiences
and career pathways (1 point).

Academic integration with
measurable outcomes
(1 point).

Select Workforce
Development as a core enrichment
activity and meet dosage requirements.

Submit the MOU demonstrating active
school or district career-partner
collaboration.



Community Priorities: Expanded Access

Rural county service can earn up to 3 points.

Use USDA Rural–Urban Continuum Codes.

County codes 8–9
(3 points).

County codes 4–5
(1 point).

At least 51% of proposed feeder schools must meet the applicable criterion.

County codes 6–7
(2 points).



21st CCLC | THREE PURPOSES, ONE

Describe each purpose clearly—and show how the three work together to support student success, family engagement, and statewide goals.

MODEL

1 ACADEMIC PROGRAMMING

- Address identified learning needs with clear goals and intentional instruction.
- Use student data to monitor progress and adjust.

2 ENRICHMENT PROGRAMMING

- Offer purposeful, engaging experiences that complement academics.
- Build engagement, achievement, future readiness, and positive youth development.

3 FAMILY ENGAGEMENT

- Partner with families to support learning, attendance, and communication.
- Use family voice to strengthen student success and improve the program.

TOGETHER: student success • family partnership • statewide performance goals

ONE SHARED PLANNING CYCLE

1 NEEDS

What needs will we address?

2 GOALS

What outcomes do we seek?

3 DESIGN

What will participants do?

4 CAPACITY

Who will deliver it?

5 EVALUATE

What does the data show?

WRITE DISTINCT NARRATIVES FOR

Academic Year Program + Summer Program(s)

Address each proposed summer model: Standard and/or Intensive. If a program type does not apply, enter "N/A" as instructed.

Cohort 19 Application: Choose the Correct Path

CCIP provides different templates for academic-year and summer-only proposals.

Academic Year only (Option 1).

Academic Year plus Summer (Option 2).

Summer only (Option 3).

Choose one option for the grant cycle and complete its matching CCIP application.



Application Template: Build a Connected Case

The template separates academic, enrichment, family, operations, budget, and integration narratives.

Basic information and program option.

Section 2: Academic programming, enrichment programming, and family engagement.

Section 3: Program schedule.

Section 4: Project administration, capacity to implement and sustain, and budget.

Section 5: Integrated program model.



PART IV. – Details for Planning & Implementation

- Section 1. Overall Program Abstract
- Section 2. Core Program Purposes
- Section 3. Program Schedule
- Section 4. Program Overview
- Section 5. Integrated Program Model

Program Abstract | Orient the Reviewer

Summarize the project before the detailed narratives.

Identify the applicant, centers, schools, grade levels, and students.

State how the program supports student success and continuous improvement.

Summarize academic, enrichment, and family needs.

Use separate academic-year and summer abstract responses where applicable.

Briefly describe school-year and summer services, if applicable.



IV. Section 1. Overall Program Abstract

Section 1. Overall Program Abstract

Provide a concise description of the proposed 21st CCLC program(s) that communicates the program's mission and vision, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the identified students.

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

To meet rubric expectations for a leading response, applicants should:

- Identify the applicant organization, proposed center(s), identified school(s), grade levels, and students to be served.
- Summarize the academic, enrichment, and family engagement needs the program will address.
- Briefly describe the proposed school year services and summer services, if applicable.--Summarize how the proposed program will support student success, family engagement, and continuous improvement.

Response Planning Notes

- Give reviewers a clear picture of the full program model
- Name all three required purposes for the 21st CCLC program: academic programming, enrichment programming, and family engagement.
- Explain how this proposal expands, enhances, or strengthens and existing 21st CCLC work, if applicable.

Academic Year with or without Summer

Academic Year Program Abstract Narrative

☐ Click here if not proposing an academic year program. This will clear and collapse the narrative box.

Type response here. Limit is 1,500 characters.

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, font face (Arial, Tahoma...), font size (2), and word/character counts (Words: 0 Characters: 0).

Summer Program(s) Abstract Narrative

☐ Click here if not proposing a summer program. This will clear and collapse the narrative box.

Type response here. Limit is 1,500 characters.

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, font face ("Times New ..."), font size (Size), and word/character counts (Words: 0 Characters: 0).

PART IV. – Details for Planning & Implementation

- Section 2. Core Program Purposes
 - A. Academic Programming
 - A.1. Academic Needs Assessment
 - A.2. Academic Goals & Objectives with Statewide Performance Goals
 - A.3. Academic Program Design
 - A.4. Academic Programming Capacity to Collaborate & Partner
 - A.5. Academic Programing Evaluation Plan and Use of Data

2A Academic Programming | 30 Points

Reviewers assess evidence, design, goals, measures, activities, and collaboration.

A1 Student academic need data.

A2 Alignment between student need and program design.

A3 Goals, objectives, outcomes, and theory of change.

A4 Student success measures and use of data.

A5 Academic improvement activities aligned to state standards.

A6 Ongoing collaboration to refine learning opportunities.



2A | Student Academic Needs

Make the evidence specific to the students and feeder schools proposed.

Summarize quantitative and qualitative data from multiple sources.

Identify current performance gaps and trends over time.

Connect the data to named schools, grade spans, and target students.

Explain how findings shaped the academic program.



2A | Goals, Objectives, and Outcomes

Show a logical path from activity to measurable student success.

Set clear academic goals tied to evidence of need.

Write measurable objectives for the target group and service period.

State intended student outcomes and how they follow from the activities.

Make the theory of change visible in plain language.



2A | Program Design Aligned to Need

The academic plan should address the need the evidence identifies.

Describe the overall academic model for each proposed option.

Explain how activities reinforce and extend school-day learning.

Align with NCSCOS, district or feeder-school support plans, and student needs.

Show how the design serves each grade span at each center.



2A | Student Success Measures

Include both attendance and academic performance measures.

At least one attendance measure.

At least one academic performance measure.

For each: source, collection method, timing, responsible person, and analysis.

Describe how staff use results during implementation to improve services.



2A | Activities and School Collaboration

Describe effective academic activities and the routine for improving them.

Plan focused academic improvement activities that address student need and state standards.

Identify school staff and stakeholders who will collaborate.

Give a timeline for reviewing needs and refining activities.

Explain what will change when data show limited progress.



PART IV. – Details for Planning & Implementation

- Section 2. Core Program Purposes
 - B. Enrichment Programming
 - B.1. Enrichment Needs Assessment
 - B.2. Enrichment Goals & Objectives with Statewide Performance Goals
 - B.3. Enrichment Program Design
 - B.4. Enrichment Programming Capacity to Collaborate & Partner
 - B.5. Enrichment Programming Evaluation Plan and Use of Data

2B Enrichment Programming | 30 Points

Enrichment should complement academics and support whole-child development.

B1 Student enrichment need data.

B4 Enrichment outcome measures and data use.

B2 Design aligned with identified need.

B5 Contribution to learning, achievement, career preparation, and youth development.

B3 Goals, objectives, outcomes, and theory of change.

B6 Community collaboration for high-quality opportunities.



2B | Needs, Design, and Intended Outcomes

Use student and community evidence to select enrichment.

Use multiple data sources to identify enrichment interests and access gaps.

Describe the activities and why they fit the target students.

Connect goals and outcomes to student learning, growth, and interests.

Show how activities complement academics and the broader program.



2B | Measures and Improvement

Track participation and an outcome that fits the enrichment area.

Include at least one attendance measure.

Include at least one enrichment outcome measure.

Explain collection, analysis, review frequency, and responsible roles.

Describe how findings will change activities or supports.



2B | Activities and Community Partners

Show what students will do and who helps deliver it.

Plan enrichment that complements academic achievement and positive youth development.

Connect career exploration to postsecondary or workforce preparation where relevant.

Name partner roles, planned contributions, and implementation timeline.

Meet weekly frequency and duration requirements for selected areas.



PART IV. – Details for Planning & Implementation

- Section 2. Core Program Purposes
 - C. Family Engagement
 - C.1. Family Engagement Needs Assessment
 - C.2. Family Engagement Goals & Objectives with Statewide Performance Goals
 - C.3. Family Engagement Program Design
 - C.4. Family Engagement Capacity to Collaborate & Partner
 - C.5. Family Engagement Evaluation Plan and Use of Data

2C Family Engagement | 30 Points

Family partnership is a core program component, not a one-off event.

C1 Family engagement need data.

C4 Three required workshops.

C2 Program design aligned with family needs.

C5 Measures and data use.

C3 Goals and outcomes.

C6 Outreach that supports enrollment, attendance, and active engagement.



2C | Family Needs and Responsive Design

Use evidence to understand family priorities and participation barriers.

Draw on family input, school and student data, prior participation, and partner knowledge.

Address learning, attendance, engagement, transitions, communication, and resource access.

Design around language, schedule, transportation, disability access, and other barriers.

Connect the engagement plan to school or district family engagement plans.



2C | Goals and Three Required Workshops

Workshop plans must connect family learning to student behavior and success.

Attendance and future student success.

Age-appropriate strategies for positive academic behaviors and/or social-emotional well-being.

Skills and knowledge to support academic needs, including literacy and related development.

For each: evidence base, recruitment, engagement strategy, and timeline.



2C | Outreach, Enrollment, and Attendance

Outreach should help families join and stay connected.

Describe how families learn about the program and its locations.

Explain how outreach supports enrollment of identified students.

Plan follow-up and communication that encourage persistent attendance.

Show how families can participate and influence program decisions.



2C | Measures, Partners, and Improvement

Measure family participation and whether engagement helps families.

Include at least one family attendance or participation measure.

Include at least one family engagement outcome measure.

Explain who reviews the data, when, and how it informs improvements.

Clarify staff, school, family liaison, and partner roles.



PART IV. – Details for Planning & Implementation

Section 3. Program Schedule

Describe a clear set of family engagement effectiveness and student and family success measures aligned to the proposed family engagement goals, objectives, and outcomes for the Academic Year and Summer Program(s), as applicable.

Response Planning Notes:

- Demonstrate sufficient time and intentional sequencing for academic programming, enrichment programming, and family engagement.
- Show how the Academic Year Program and Summer Program(s), as applicable, meet minimum dosage requirements.
- Explain how the schedule supports the needs, goals, and intended outcomes described in the application.
- Show that students and families will experience a full 21st CCLC program model, not only tutoring, enrichment activities, supervision, or occasional family events.

To meet rubric expectations for a leading response, applicants should include:

- Number of students served
- Grade levels served
- Start and end dates for academic year programming and, if applicable, summer programming. Programs must start by October 15 each year
- Daily start and end times
- Total hours per week for required academic year programming and, if applicable, summer programming, and
- List of program sites.

The information in this narrative must match the information provided in the Basic Information Sheet and Sample Program Schedule(s) uploaded in Related Documents.

Section 3 | Program Schedule Narrative

The schedule narrative is worth 5 points.

Include enrollment target and grade levels.

Give start and end dates for academic-year and summer programming, if applicable.

Provide daily start and end times, weekly hours, and program sites.

Ensure the narrative matches the uploaded sample schedule and Basic Information sheet.



Schedule | Minimum Design Requirements

Make dosage visible in both the narrative and the sample schedule.

Academic year: at least 50 students and 300 student-contact hours each year.

Academic activities: two selected core areas, each at least twice weekly and 2 hours per week.

Enrichment activities: two selected core areas, each at least twice weekly and 2 hours per week.

Summer: meet the selected standard and/or intensive format requirements.



PART IV. – Details for Planning & Implementation

Section 4. Program Overview

- A. Project Administration
- B. Capacity to Implement and Sustain
- C. Budget Narrative and Alignment

Section 5. Integrated Program Model

4A Project Administration | 25 Points

Reviewers assess staff, recruitment, training, outreach, and transportation.

Qualified staff and volunteers.

Accessible community outreach.

Recruitment and retention.

Safe, reliable student transportation.

Professional development and transfer to practice.



4A | Staffing Structure and Retention

Show who does the work and how the team stays staffed.

Name leadership, instructional, and support roles.

Describe qualifications, responsibilities, time commitments, and staffing levels.

Explain recruitment and retention plans for staff and volunteers.

Show how staffing supports safe ratios and program quality.



4A | Training, Communication, and Access

Describe how staff learning and outreach reach the people who need them.

Training topics tied to program goals and activity quality.

Trainer qualifications and follow-up that moves learning into practice.

Community information in accessible formats and relevant languages.

Outreach that explains services and program locations.



4A | Safe Student Transportation

Explain the journey to and from each site.

Identify transportation arrangements for participating students.

Describe safety procedures and who is responsible.

Address reliable arrival and dismissal, family communication, and exceptions.

Ensure transportation costs and staffing align with the budget narrative.



4B Capacity to Implement and Sustain | 20 Points

Show readiness, partnership capacity, sustainability, and reporting.

Prior success or demonstrated capacity to deliver proposed services.

School and community resources with clear partner roles.

A plan to build community support and funding after the grant.

Internal or external capacity for data collection and required reporting.



4B | Evidence of Readiness and Partner Value

Connect past experience to the Cohort 19 proposal.

Provide qualitative and quantitative evidence of relevant past success or readiness.

Show measurable outcomes where available.

Describe partner roles, resources, and readiness for startup and implementation.

Explain what the organization has learned and how that strengthens delivery.



4B | Sustainability and Reporting Capacity

Plan beyond the award and account for required data work.

Describe how community support and future funding will be developed.

Identify public, private, partner, or in-kind resources and how they fit.

Name who manages required data collection and reporting.

Explain internal and/or external evaluation capacity and how findings are shared.



4C Budget Narrative and Alignment | 15 Points

Explain costs, per-student cost, and leveraged resources.

Cohort 19 adds resource leveraging as a scored dimension.

Explain how costs support the full program model and administration.

Show why costs are reasonable and necessary for the design and enrollment.

Identify average cost per student and other resources that support delivery.



4C | Align Costs and Explain Value

Budget and narrative should tell the same story.

Connect major costs to activities and administrative functions.

Explain staffing, facilities, evaluation, transport, materials, and partner services.

Give a rationale for major expenditures and the average cost per student.

Check that the total narrative and Total Cost Worksheet agree.



4C | Resource Leveraging

Describe resources that strengthen implementation and sustainability.

Identify partner contributions, braided funds, in-kind support, or other funding.

Explain who provides each resource and what it supports.

Show how those resources complement the 21st CCLC request.

Connect the resource plan to long-term sustainability.



5. Integrated Program Model | 15 Points

All parts work together to improve student success.

Integration and alignment across academic, enrichment, family engagement, and summer services.

Operational support through schedule, staffing, administration, transportation, budget, and partners.

Need, measurable impact, and continuous improvement using data.



5. Integrated Model | Connect Needs to Services

A coherent proposal makes its logic easy to follow.

Student and family needs shape local goals.

Goals guide academic, enrichment, and family engagement strategies.

The schedule and partners make those strategies available to participants.

Measures show whether the strategies are working.



5. Integrated Model | Operational Support and Improvement

Operations ensure services are well-supported and effective.

Connect schedule, staff, transport, budget, partners, and resources to the delivery model.

Use data across academic, enrichment, family, and operational areas.

Describe the program implementation review routine and who can make adjustments.

Show how feedback and results lead to improvement and outcomes.



Level II Review: Priority Points and Technical Deductions



Application Review and Selection

Three review levels determine eligibility, quality, and funding recommendations.

Initial screening: completeness, eligibility, signatures, and Good Standing.

Level I: three external reviewers independently score the rubric; scores are averaged.

Level II: NCDPI confirms eligibility, priority points, and technical deductions.

Level III: NCDPI and appropriate SBE committee recommend awards based on scores and available funds.



Quality Bands and Final Score

The RFP lists 170 as the maximum Level I rubric score.

Excellent: 145–170

Weak: 59–84; Unacceptable: 58 or below

Strong: 115–144

Final score = average Level I score
+ eligible priority points – applicable
technical deductions.

Average: 85–114



Level II Review | Priorities and Technical Completeness

Priority claims need evidence; required documents need to be complete.

Request priority points in the appropriate CCIP fields.

Use the specified data sources and required templates.

Upload complete, signed required documents.

Missing priority evidence can prevent priority points; incomplete required documents may trigger technical deductions.



Priority Point Documentation

Treat evidence and signatures as part of the priority request.

Complete every column in the feeder-school poverty and performance template.

Upload an MOU for joint applications and Workforce Readiness, as specified.

Use the designated school report card, suspension, and USDA code sources.

Check that partner signatures and role descriptions match the narrative.



Summary of Potential Competitive Priority Points	Max Pt(s)
Joint Applicants	1
Student Need Indicators	
• CSI/TSI Feeder School Determination	1-2
• Reading/English II Performance	2
• Math/NC Math Performance 3	2
• Chronic Absenteeism	1
• Short-Term Out-of-School Suspension or In-School Suspension	1
Community Need Indicators	
• Career Awareness and Exploration	1
• Workforce Readiness Experiences and Career Pathways	1
• Academic Integration and Measurable Outcomes	1
Expanded Access	
• Serving Rural Counties	1-3
Total Maximum Possible Priority Points	15

Technical Review | Prevent Avoidable Deductions

The RFP does not give applicants a point-by-point deduction schedule in its summary.

Every required document must be complete and submitted.

Complete all applicable templates and include the sample schedules.

Check official handwritten or electronic signatures where required.

Incomplete required material can reduce the final score or delay/jeopardize award processing.

Confirm SAM registration and upload the confirmation notice.



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

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

Level II Application Review for Priority Points

Optional Documents that become **Required Documents** if applying for specific priority points:

- Memorandum of Understanding (MOU)

If not completed as required, priority point will not be assigned.

All documents requiring a signature, must include authorized signatures from all joint applicants.

Pitfalls to Avoid



Ensure Eligibility

Make sure that:

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

If Pursuing Priority Point(s)

Make sure:

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

Submission Readiness | Final Cross-Check

A final read-through can catch gaps before CCIP submission.

Eligibility and program option are correct; feeder schools and need evidence align.

Priority checkboxes, templates, MOU(s), and authorized signatures are complete.

Narratives answer each current template prompt and distinguish academic year from summer.

Application reaches Draft Completed in CCIP before noon EST, November 18, 2026.

Schedule, dosage, enrollment, dates, sample schedules, staffing, and budget agree.



Submission Reminders

Checking for Errors in CCIP

Review all sections of your application for:

- Boxes left unchecked
- Required fields empty
- A missing required document
- GAN contact information blank
- Budget Section incomplete
- Contacts Section incomplete

Important Notice

Errors WILL prevent you from submitting your application on time.

Some errors may take more than a few minutes to resolve (e.g., missing narrative).

Submit the application in CCIP by changing the status to **at least “Draft Completed” by 12:00 p.m. NOON EST November 18, 2026**

How to Check for Errors in CCIP

[Home](#)
[er](#)
[r](#)
[n Supplement](#)
[Summary](#)
[ment Library](#)
[Book](#)
[quiry Reports](#)
[rocessing](#)
[scriptions](#)
[esources](#)

Sections

al School District - FY 2027 - FP-21st CCLC Year 3 - Rev 0

Change Status To: [Revision Started](#)

[View NCDPI History Log](#)
[View Change Log](#)

Description (View Sections Only View All Pages)	Validation
All	Messages
History Log	
History Log	
Create Comment	

Allotments

Actions	Allotments
Review	This Funding Application must have at least one Grant with a Budget greater than zero. Error

Contacts

Actions	Contacts
Review	The Contact 'Funding Application Contact' has 0 contacts selected. It requires a minimum of 1 contact(s).

[Return To Sections Page](#)

Submitting Your Application in CCIP

Application will open in CCIP at Noon on October 9, 2026

Submit the application in CCIP by changing the status to:

"Draft Completed"

Deadline:

**12:00 p.m. NOON EST
November 18, 2026**

SUBMIT EARLY — DO NOT WAIT UNTIL DEADLINE DAY

CCIP Status Selection Reference:

Sections

4J Youth Enrichment Center (NL130) Non-LEA - FY 2028 - FP-

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

Application Status: Draft Started

Change Status To: Draft Completed

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

Important Application Notice



Before you submit, please double-check your application if you:

- Forgot to enter any required information
- Entered incorrect or inaccurate details
- Might need to make edits after submission

FINAL SUBMISSION WARNING

We cannot send your application back to you!



Virtual Office Hours

LIVE SESSION

DATE & TIME

October 28, 2026

10:00 am – 12:00 noon

JOIN WEBEX MEETING

[\[link\]](#)

Competition Timeline

**All dates contingent upon SBE approval schedule*

OCTOBER 9, 2026

Cohort 19 Application Opens in CCIP 12 NOON

OCTOBER 28, 2026

Cohort 19 Office Hours Link

10:00am – 12:00pm Noon

NOVEMBER 18, 2026 – APPLICATIONS DUE

Submitted through CCIP and time stamped by 12:00 pm NOON EST. Must be at least at 'Draft Completed' to be considered for review/evaluation.

JANUARY 2027

Level I, II, and III Reviews

MARCH 4 OR APRIL 8, 2027

State Board of Education (SBE) Meeting

Anticipated meeting for new grant recommendations for SBE review.

MARCH 5 OR APRIL 9, 2027

Notification of Approval or Non-Approval

MARCH 24, 2027

In-person Initial Onboarding for Summer ONLY awardees

MARCH 17 OR APRIL 14, 2027

CCIP Opens (Summer ONLY)

Opens at 8 am for Related Documents and Budget 208 Uploads.

APRIL 16 OR MAY 14, 2027

CCIP Uploads Due (Summer ONLY)

Related Documents and Budget 208 uploads due to be considered on time for NCDPI Programmatic Risk Assessment.

AUGUST 4–6, 2027 (Pending Contract Approval and Location being confirmed)

In-person Onboarding for ALL Awardees

AUGUST 9, 2027

CCIP Opens (Academic School Year)

Opens at 8 am for Academic School Year awardees for Related Documents and Budget 208 Uploads.



21st CCLC RFP Committee



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For questions related to the Cohort 19 application please contact the RFP Committee.

Questions & Answers



Questions will be answered via an FAQ document

POSTING LOCATION

[NCDPI Website](#)

PUBLICATION DATE

Friday, October 16, 2026