

Request for Proposals 2027-2030

21st Century Community Learning Centers

Due Date: 12:00 pm NOON EST, November 18, 2026

The North Carolina Department of Public Instruction (NCDPI) is pleased to announce the 21st Century Community Learning Centers (CCLC) 2027-2030 Cohort 19 Competitive Grant Program Request for Proposals. Please note that all federal funds are contingent upon U.S. Congressional approval of the budget on an annual basis.

NOTE: Applicants are strongly encouraged to read this entire document and the 21st CCLC grant guidance before beginning their proposal. Please consider all requirements for eligibility, assurances, funding methods, disqualification, and data collection and reporting before submitting a proposal.

Table of Contents

PART 1: GENERAL INFORMATION..... 5

PROGRAM LIMITATIONS AND FEDERAL PROVISIONS (ESSA SECTIONS 4204(A) AND 4204(J)).....6

SUPPLEMENT, NOT SUPPLANT REQUIREMENT..... 7

PROGRAM DESIGN OVERVIEW.....7

IMPLEMENTATION TIMELINES.....9

Academic Year Programs.....10

Summer Learning Programs.....14

OVERALL PROGRAM DESIGN SUMMARY TABLE.....17

ELIGIBILITY TO APPLY.....17

PRIORITY FOR AWARDS.....20

Absolute Priority.....20

Competitive Priorities.....20

QUALITY REVIEW SCORES AND TECHNICAL DEDUCTIONS.....25

GRANT AWARDS AND DURATION.....25

Funding Levels.....25

AWARDED 2027-2030 NCDPI COHORT 19 21ST CCLC GRANT RECIPIENT ON-BOARDING AND CONFERENCE REQUIREMENTS..... 31

PART 2: HOW TO APPLY..... 33

FY27 COHORT 19 21ST CCLC GRANT APPLICATION – (IN CCIP)33

ATTEND AN APPLICANT TECHNICAL ASSISTANCE MEETING.....33

APPLY FOR AN NCID USER ACCOUNT.....33

VIEW THE VIRTUAL CCIP RECORDED TRAINING SESSION.....34

REGISTER WITH THE SYSTEM FOR AWARD MANAGEMENT (SAM).....34

UPLOAD DOCUMENTS TO THE RELATED DOCUMENTS SECTION IN CCIP.....34

COMPLETE THE GRANT AWARD NOTIFICATION (GAN) AND CONTACTS SECTION.....35

SUBMIT THE APPLICATION IN CCIP BY 12:00 P.M. NOON EST ON NOVEMBER 18, 2026.....35

FUNDING APPLICATION COMPONENTS.....35

FUNDING APPLICATION: BUDGET SECTION.....36

GRANT DETAILS SECTION.....38

RELATED DOCUMENTS SECTION.....38

PART 3: APPLICATION REVIEW AND SELECTION PROCESS..... 42

PART 4: APPENDICES..... 44

APPENDIX A: NCDPI STATEWIDE PERFORMANCE GOALS.....44

APPENDIX B: APPLICATION SCORING RUBRIC.....50

APPENDIX C: APPEALS PROCESS.....66

Appeals Eligibility.....66

Appeals Process.....67

TENTATIVE TIMELINE - (<i>NOTE: Dates are subject to change.</i>)	
October 1st, 2026	Per State Board of Education policy- Approval of the Cohort 19 RFP
October 8th, 2026	Technical Assistance (TA) Webinars October 8th 21st CCLC RFP TA Day 1 10am-12pm Noon
October 9th, 2026	October 9th- 21st CCLC RFP TA Day 2 10am-12pm Noon CCIP Opens at 12 pm NOON
Accessible on 21st CCLC Website	CCIP Recorded Training Session
October 28th, 2026	Cohort 19 Office Hours Link 10:00am-12:00pm Noon
November 18th, 2026	Applications Due – Application submitted through CCIP and time stamped by 12:00 pm NOON Eastern Standard Time. Applications must at least be at ‘Draft Completed’ to be considered for review and/or evaluation.
January 2027	Level I, II, and III Reviews
March 4th, 2027 or April 8th, 2027	State Board of Education (SBE) Meeting – Anticipated meeting for new grant recommendations for SBE review.
March 5th, 2027 or April 9th, 2027	Applicants notified of approval or non-approval.
March 16th, 2027 or April 13th, 2027	In-person Initial Onboarding for Summer ONLY awardees
March 17th, 2027 or April 14th, 2027	Comprehensive Continuous Improvement Plan (CCIP) opens for Summer ONLY awardees for Related Documents and Budget 208 Uploads at 8 am.
April 16th, 2027 or May 14th, 2027	CCIP Related Documents and Budget 208 uploads due for Summer Only awardees to be considered on time for NCDPI Programmatic Risk Assessment
August 4-6th, 2027	In-person Onboarding for ALL awardees
August 9th, 2027	CCIP opens for Academic School Year awardees for Related Documents and Budget 208 Uploads at 8 am

September 10th, 2027	CCIP Related Documents and Budget 208 uploads due for Academic School Year awardees to be considered on time for NCDPI Programmatic Risk Assessment
-----------------------------	---

PART 1: GENERAL INFORMATION

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 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 U. S. Department of Education (USED) awards formula grants to the North Carolina Department of Public Instruction (NCDPI) which in turn makes **competitive reimbursement grants** available to eligible entities. Competitions in North Carolina are typically conducted on a three-year cycle, consisting of two consecutive years of competition followed by one year without a competition. Please note that availability of grant funds for new competitions and continuation awards is contingent upon budget approval by the U.S. Congress each year. Visit the NCDPI [21st CCLC web page](#) for additional information as it becomes available.

The purpose of the 21st CCLC grant is to provide federal funds to establish or expand community learning centers that operate during out-of-school time (OST) hours. High-quality 21st CCLC programs are built around three interconnected core pillars: academic support, enrichment, and family engagement. These pillars correspond to the three statutory purposes of the program::

- 1. Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students (particularly students in high poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and math.**

The 21st CCLC program supports the creation of community learning centers that provide safe learning environments for students, particularly students who attend high-poverty and low-performing, Comprehensive Support and Improvement (CSI), and/or Targeted Support and Improvement (TSI) schools. Centers provide a range of academic enrichment services to support student learning and personal development. Academic support should reinforce classroom learning through tutoring, homework help, targeted instruction, mentoring, and other evidence-informed strategies aligned to school-day expectations. These supports should build students' skills, confidence, and learning habits while helping them make progress toward academic goals. Academic programming may include activities such as small group reading circles, math manipulatives, hands-on science or technology programs or other structured learning experiences. Activities should be both engaging and effective to support active student participation and meaningful academic growth.

2. **Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students**

The program should be designed to improve academic achievement while also engaging students in quality enrichment opportunities. Strong enrichment activities are often multidisciplinary and require students to apply academic skills from multiple subject areas in hands-on, relevant, and engaging ways. Enrichment should broaden students' experiences through the arts, STEM, leadership, recreation, health, cultural activities, career exploration, and other opportunities that support well-rounded development.

3. **Offer families of students served by 21st CCLCs opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development**

21st CCLC programs must also offer families of participating students educational and personal development opportunities, particularly in the area of literacy and related educational development. Effective 21st CCLC programs facilitate family engagement goes beyond occasional events or communication updates. Programs should facilitate meaningful partnerships among families, schools, and community partners through shared learning opportunities, regular communication, access to resources, and activities that help families support student learning and development beyond the program.

Program Limitations and Federal Provisions (ESSA Sections 4204(a) and 4204(j))

Section 4204(a) of the ESSA defines Expanded Learning Programs (ELPs) as enrichment and academic activities that are included as part of a program that provides students at least 300 additional program hours before, during, or after the traditional school day. In addition, ELPs must supplement, but not supplant regular school day requirements. States receiving 21st CCLC funds may, but are not required, to support ELP activities. At this time, the North Carolina 21st CCLC program does not include ELPs as defined under the ESSA in the competitive grant program.

Section 4204(j) of the ESSA describes that a state may, but is not required, to renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period. North Carolina does not currently offer renewability as allowed under the ESSA.

The intent of the 21st CCLC program is to ensure equal access to all students and their families targeted for services; therefore, in North Carolina, fees cannot be collected for participation in the 21st CCLC program. If fees have been collected for student participation in the past, no fees can be collected for participation in the program going forward.

In September 2024, USED updated its 21st CCLC Non-Regulatory Guidance document. The updated guidance supersedes USED's guidance titled 21st Century Community Learning Centers, Non-Regulatory Guidance: February, 2003. NCDPI has utilized USED's guidance titled Nita M. Lowey 21st Century Community Learning Centers Program, Non-Regulatory Guidance: September 2024, to inform the Cohort 19 RFP.

Supplement, Not Supplant Requirement

21st CCLC funds must be used to supplement, and not supplant, other Federal, State, local, or non-public funds that would otherwise be used to provide allowable programs and activities. Applicants must ensure that proposed 21st CCLC services expand, enhance, or increase access to programs and services for participating students and families and do not replace existing services, staff, activities, programs, or funding obligations supported by another funding source.

Applicants should be prepared to demonstrate that 21st CCLC funds will provide additional services or increase the quality, quantity, intensity, or accessibility of services available to students and families. If awarded, subgrantees must maintain documentation showing that 21st CCLC funds are used only for allowable supplemental activities.

Program Design Overview

For the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program, NCDPI will allow applicants to apply to implement **one of three** (3) distinct program design formats to best meet their community's needs. These program design formats include:

1. **Academic Year Program Only** (programming begins by October 15, 2027, for the 2027-2028 school year), or
2. **Academic Year Program and Summer Program** (programming begins by October 15, 2027, for the 2027-2028 school year) or
3. **Summer Program Only** (programming begins after the 2026-2027 school year but not prior to July 1, 2026 during Year 1).

An applicant can only propose to implement **one** type of program design format for the duration of the three-year grant cycle.

The 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program's grant cycle start and end dates will correspond to the option chosen by the applicant from the abovementioned list.

The overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted students should clearly describe:

- academic and enrichment goals, objectives, and outcomes for targeted students that illustrate a theory of change (Appendix A of the RFP);
- improvement activities in core academic areas to help students meet State academic standards;

- enrichment activities that will complement and enhance students' academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students; and
- rationale (e.g., research-based evidence, best practice, prior promising experience) for selecting effective program components (academic and enrichment).

Implementation Timelines

<u>Option 1: Cohort 19 Academic Year ONLY Program Grant Cycle</u> Funding Span: July 1, 2027 – September 30, 2030		
Year 1	Year 2	Year 3
21 st CCLC Academic Year Program begins with the start of the 2027-2028 school year. All 21 st CCLC Academic Year Programs must start on or before Oct. 15, 2027.	21 st CCLC Academic Year Program begins with the start of the 2028-2029 school year. All 21 st CCLC Academic Year Programs must start on or before Oct. 15, 2028.	21 st CCLC Academic Year Program begins with the start of the 2029-2030 school year. All 21 st CCLC Academic Year Programs must start on or before Oct. 15, 2029.

<u>Option 2: Cohort 19 Academic Year Program & Summer Program Grant Cycle</u> Funding Span: July 1, 2027 – September 30, 2030			
Program Type	Year 1	Year 2	Year 3
Academic Year	21 st CCLC Academic Year Program begins with the start of the 2027-2028 school year. All 21 st CCLC Academic Year Programs must start on or before Oct. 15, 2027.	21 st CCLC Academic Year Program begins with the start of the 2028-2029 school year. All 21 st CCLC Academic Year Programs must start on or before Oct. 15, 2028.	21 st CCLC Academic Year Program begins with the start of the 2029-2030 school year. All 21 st CCLC Academic Year Programs must start on or before Oct. 15, 2029.
Summer	The 21 st CCLC Summer Programs associated with an Academic Year Program must begin after the 2027-2028 school year.	The 21 st CCLC Summer Programs associated with an Academic Year Program must begin after the 2028-2029 school year.	The 21 st CCLC Summer Programs associated with an Academic Year Program must begin after the 2029-2030 school year.

<u>Option 3: Cohort 19 Summer ONLY Program Grant Cycle</u> Funding Span Year 1: July 1, 2027 – September 30, 2029 Funding Span Year 2 & 3: May 1, 2027 – September 30, 2029		
Year 1	Year 2	Year 3
The 21 st CCLC Summer Only Programs should begin after the 2026-2027 school year has ended but not prior to July 1, 2027 . All 21 st CCLC Summer Only Programs must meet program design format requirements and end before the start of the upcoming school year.	The 21 st CCLC Summer Only Programs should begin after the 2027-2028 school year has ended. All 21 st CCLC Summer Only Programs must meet program design format requirements and end before the start of the upcoming school year.	The 21 st CCLC Summer Only Programs should begin after the 2028-2029 school year has ended All 21 st CCLC Summer Only Programs must meet program design format requirements and end before the start of the upcoming school year.

NOTE:

Academic Year Program Start Date

All proposed 2027-2030 NCDPI Cohort 19 21st CCLC Grant Programs must be fully operational and serving students by October 15th each year during the three (3) year grant cycle. Awarded programs that do not meet the October 15th deadline may be subject to funding reductions by NCDPI.

Academic Year Programs

The academic year program design requirements apply to the following program design formats:

- Option 1: Academic Year Only Program
- Option 2: Academic Year Program & Summer Program

Enrollment and Dosage Minimum Requirements

In the state of North Carolina, all proposed academic year 21st CCLC programs must enroll a minimum of (50) students and operate for a minimum of (300) student contact hours prior to the end of the academic year for each year of the grant cycle.¹

Each enrolled student must be given the opportunity to attend all scheduled activities offered during 21st CCLC program hours when a center is open (e.g., cannot serve only third graders on Monday and Wednesday and only fifth graders on Tuesday and Thursday). Travel time to and/or from the 21st CCLC program does not count towards the (300) hour minimum requirement.

Performance Goals and Objectives Alignment Requirement

NCDPI has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC Programs. During the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program, all awarded applicants will be required to design their proposed academic year programs to align with the NCDPI 21st CCLC statewide goals. Additionally, awarded applicants will be required to collect and report outcome data as it relates to the statewide goals. The 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program Performance Goals and Objectives can be found in Appendix A.

¹ Though applicants have the flexibility to propose when they will operate during out-of-school hours to meet the (300) hour requirement, it is recommended that 21st CCLC programs operate five days per week and seek to provide learning opportunities for school holidays and breaks whenever possible. [Research](#) demonstrates that the most successful out-of-school-time programs operate 15 hours or more each week during the school year.

To demonstrate alignment with NCDPI's Statewide Performance Goals, all proposed 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant applicants must propose to offer academic year services that intentionally integrate the three core pillars of 21st CCLC programming: academic support, enrichment, and family engagement. These components should work together to support student achievement, increase student engagement in learning, promote regular attendance, and attend to the needs of the whole child.

Core Academic Areas

All proposed academic year 21st CCLC centers must provide annual services during the academic year that meet the following criteria¹:

1. Offer activities in two (2) of the core academic areas listed below;
2. Provide each selected activity at least 2 times per week during a full week of programming;
3. Ensure each selected activity totals at least 2 hours per week;
4. Offer the required dosage of selected activities for each grade span served (i.e., PreK, K-5, 6-8, 9-12)
5. Align academic activities with the North Carolina Standard Course of Study (NCSCOS), NC Foundations for Early Learning and Development, feeder school or district academic support plans, and identified student needs.

Academic activities should be designed to reinforce and extend school-day learning, not simply repeat it. Applicants should describe how academic supports will help students build foundational skills, apply learning in meaningful ways, and make progress toward program goals aligned with NCDPI's Statewide Performance Goals.

Core academic program areas include:

- **PreK Centers:**
 - Early literacy programming aligned with [NC Foundations for Early Learning and Development](#) Language Development and Communication subdomains of Foundations of Reading and Foundations of Writing.
 - Math programming aligned with [NC Foundations for Early Learning and Development](#) Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning, and Mathematical Thinking and Expression.
 - Science programming aligned with [NC Foundations for Early Learning and Development](#) Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning and Scientific Exploration and Knowledge
- **K-12 Centers:**
 - Literacy programming aligned with feeder district(s)/school(s) annual literacy support plan and NCSCOS [English Language Arts](#) standards.
 - Math programming aligned with feeder district(s)/school(s) annual math support

¹ NCDPI may consider flexing the annual dosage requirements for awarded applicants, if requested. Any request for dosage flexibility must explain the specific requirement for which flexibility is requested, the needs supporting the request, the proposed alternative approach, and how the alternative approach will continue to support high-quality implementation and alignment with NCDPI's Statewide Performance Goals. All applicants, including those who are granted flexibility, must follow the weekly academic and enrichment dosage requirements.

- plans and NCSCOS [Math](#) standards.
- Science programming aligned with NCSCOS [Science](#) standards.

Core Enrichment Areas

In addition to academic activities, all proposed 21st CCLC centers must provide annual enrichment activities during the academic year that meet the following criteria:

1. Offer selected activities in two (2) of the core enrichment areas listed below;
2. Provide the selected activities at least two (2) times per week during a full week of programming;
3. Ensure each selected activity totals at least two (2) hours per week;
4. Offer the above required dosage of selected activities for each grade span served (i.e., PreK, K-5, 6-8, 9-12).
5. Design enrichment activities to reinforce and complement the regular academic program while supporting students' social, emotional, physical, creative, and developmental health.

Enrichment activities should be engaging, age-appropriate, and connected to student interests and needs. Strong enrichment programming gives students opportunities to explore new ideas, build relationships, develop confidence, apply academic skills in real-world contexts, and participate in experiences they may not otherwise access during the regular school day.

Core enrichment program areas include:

- PreK Centers:
 - Arts programming (i.e., dance, music, theatre, visual arts) aligned with [NC Foundations for Early Learning and Development](#) domains of Approaches to Play and Learning and Cognitive Development (with a focus on the subdomain of Creative Expression)
 - Workforce Development programming utilizing age-appropriate implementation methods.
 - Physical Education programming aligned with [NC Foundations for Early Learning and Development](#) domains Approaches to Play and Learning and Health and Physical Development
 - Health Education programming aligned with [NC Foundations for Early Learning and Development](#) domains Approaches to Play and Learning and Emotional and Social Development
- K-12 Centers:
 - Arts programming (i.e., dance, music, theatre, visual arts) aligned with NCSCOS [Arts](#) standards.
 - Workforce Development programming utilizing age-appropriate implementation methods and aligned to [NCDPI's CTE Career Clusters & Pathways](#).
 - Physical Education programming aligned with NCSCOS essential

- [Physical Education](#) standards.
- Health Education programming aligned with NCSCOS essential [Health](#) standards.
- STEM programming aligned with the standards for [Digital Learning](#)

NOTE:

All awarded academic year program applicants must meet both the **overall program dosage requirement** and the **specific academic and enrichment activity weekly dosage requirements**. These requirements operate together. The 300-hour requirement establishes the minimum total amount of academic year programming each center must provide. The core academic and enrichment dosage requirements establish the minimum frequency and duration for selected academic and enrichment activities within that program schedule. Applicants must show how the required dosage will be available to each grade span served at each center.

Family Engagement

All subgrantees proposing to offer academic year programs must offer annual family engagement services that strengthen partnerships among families, schools, and the 21st CCLC program. Family engagement should be designed to help families support student learning, regular attendance, social-emotional well-being, and successful participation in school and program activities.

Academic year family engagement services must meet the following requirements:

1. Align the overall 21st CCLC family engagement plan with feeder district or school family engagement plans;
2. Provide families of participating students with meaningful opportunities to build knowledge, skills, and confidence in supporting their children's education;
3. Use accessible communication and engagement strategies that reflect the needs, languages, cultures, schedules, and preferences of participation families;
4. Host at least three (3) educational workshops annually for families of participating students focused on each of the following topics:
 - Educational Workshop 1: must focus on deepening participating families' understanding of the connection between consistent school-day attendance and future student success.
 - Educational Workshop 2: must focus on offering families training on age-appropriate strategies and resources for supporting students' positive academic behaviors and/or social-emotional well-being.
 - Educational Workshop 3: must focus on offering families the opportunity to gain skills and

knowledge to support students' academic needs, including literacy and related educational development.

Applicants can propose to offer the required academic year family engagement workshop topics in any order. Applicants are encouraged to design family engagement opportunities that are connected to the academic and enrichment components of the program so families understand what students are learning, why it matters, and how they can support continued growth at home.

Summer Learning Programs

Research has shown that targeted, high-quality summer learning programs focused on social-emotional support and academic skill-building can support students to make and sustain academic progress and reduce unexcused absences and chronic absenteeism in the upcoming school year.² For the purposes of this grant, NCDPI considers summer for traditional schools to be after the end of the academic calendar year and before the start of the upcoming academic year. For year-round schools, summer is considered intercessions/track-outs. Applicants may select one or more intercession periods to serve as the summer program component.

All applicants can propose to implement summer learning programs as part of their 2027-2030 NCDPI Cohort 19 21st CCLC Grant Program. An applicant can choose one of the following options:

- (1) To not operate a summer program (Option 1: Academic Year Program Only),
or
- (2) Operate a summer program in addition to an academic year program (Option 2: Academic Year & Summer Program),
or
- (3) Operate only a summer learning program (Option 3: Summer Program Only).

Applicants must choose only **one** option and must implement it for the entirety of the grant cycle.

Summer Program Design Formats

NCDPI seeks to fund 21st CCLC summer learning programs designed to improve students' access to evidence-based learning strategies that focus on reducing chronic absenteeism, increasing student engagement in learning, and attending to the needs of the whole child, including students' mental, physical, social, and emotional well-being. For the purposes of this grant, summer programming should be designed as an intentional extension of the 21st CCLC program model, not as a separate or isolated set of activities. Strong summer programs provide academic support, engaging enrichment, and meaningful family engagement in a safe and supportive out-of-school time environment. Applicants should consider how summer programming will help students transition successfully into the next school year, including how the program will support regular attendance, reduce barriers to participation, and connect families with information and resources that support student

² 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>

success.

The 2027-2030 NCDPI Cohort 19 21st CCLC Grant Program summer learning program requirements apply to the following overarching program design formats: Option 2: Academic Year Program & Summer Program and Option 3: Summer Program Only.

For Options 2 and 3, applicants must propose operating a standard summer learning and/or a summer intensive program(s). To be considered for funding, proposed summer learning programs must meet the requirements for their chosen summer learning program design format(s) described below:

Standard Summer Learning Program

Proposed standard summer learning programs must meet the following criteria³:

1. Duration:
 - Operate for at least four consecutive weeks, and
 - Provide a total of at least 80 hours of programming
2. Program Design Requirements:
 - Offer at least 3 hours of core academic learning per day, and
 - Include at least 1 hour of varied daily enrichment opportunities per day
 - Core academic learning and enrichment opportunities must align with core areas as described in NCDPI 21st CCLC Statewide Performance Goals - Objectives 3.1 and 3.2.
3. Student Participation:
 - Each year serve the same group of students throughout all four consecutive weeks.

Summer Intensive Programs

NCDPI seeks to fund 21st CCLC summer intensive programs that provide participating students with targeted, evidence-based supports designed to reduce skills gaps, accelerate learning, support social-emotional well-being, ease the social transition, and/or prepare participating students for success in the upcoming school year.⁴

NCDPI defines summer intensive programs as comprehensive, consecutive 2–3-week targeted interventions. Summer intensive programs should be designed as an intentional extension of the 21st

³ Augustine, C.H., Sloan McCombs, J., et al (2018). Getting to work on summer learning: Recommended practices for success, 2nd edition. *RAND Corporation*, <https://www.rand.org/t/RR366-1>

⁴ 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>

CCLC program model. Although the program period is shorter than a full summer program, applicants must still provide a coordinated approach that includes academic support, enrichment, and family engagement. These components should work together to support student achievement, strengthen relationships, increase motivation to learn, and help students enter the upcoming school year with greater confidence and readiness. For the purposes of the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program, all proposed summer intensive programs must meet the following criteria:

1. Duration:
 - Operate for at least two consecutive weeks, and
 - Operate for at least 16 hours per week
2. Program Design Requirements:
 - 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).
 - Demonstrate how the program design will align to evidence-based, best practices for the allowable focus area(s).
3. Student Participation:
 - Serve the same group of students per focus area throughout the entire summer intensive program.

Summer Program Family Engagement Workshop Requirements

All applicants proposing to implement a Standard Summer Program and/or a Summer Intensive Program must also propose to offer (1) family engagement workshop each summer of the grant, totaling three workshops by the end of the grant cycle. Over the course of the three-year grant cycle, applicants must host a family engagement workshop on each of the following topics:

- Educational Workshop 1: must focus on deepening participating families' understanding of the connection between consistent school-day attendance and future student success.
- Educational Workshop 2: must focus on offering families training on age-appropriate strategies and resources for supporting students' positive academic behaviors and/or social-emotional well-being.

Educational Workshop 3: must focus on offering families the opportunity to gain skills and knowledge to support students' academic needs, including literacy and related educational development.

Applicants can propose to offer the required summer family engagement workshop topics in any order.

Overall Program Design Summary Table

If you choose this option	You must meet these design requirements	You may request funding for	What to plan for
Option 1: Academic Year Only	Academic year enrollment, 300 hours, academic support, enrichment, family engagement	Academic year only	Must meet attendance threshold for second installment
Option 2: Academic Year + Summer	All academic year requirements + selected summer format requirements	Academic year + summer, not to exceed \$500,000 total	Must meet both sets of requirements
Option 3: Summer Only	Summer learning requirements only	Summer only	Earlier start, onboarding, and documentation timeline

Eligibility to Apply

Eligible Entities

Section 4201(b)(3) of ESEA defines eligible entities as a local educational agency (LEA/PSU), 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 a PSU, 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.

Fiscal Agent Responsibilities and Competition Restrictions

Fiscal Agent

An organization or individual serving as a Fiscal Agent is limited to submitting **one** application per 21st CCLC grant competition. The designated Fiscal Agent has the exclusive signatory authority for the 21st CCLC grant they are administering. The Fiscal Agent is responsible for signing all documents required by NCDPI as well as other legally binding documents in all grant-related matters.

Subgranting

NCDPI prohibits the subgranting of awards; consequently, eligible entities may not submit applications on behalf of other parties. While NCDPI encourages collaborations between eligible entities and permits contracting for goods and services, the applying Fiscal Agent must retain full responsibility for the 21st CCLC program's financial management, reporting obligations, and program implementation in all such arrangements.

NOTES:

- The agency completing the application and submitting through CCIP must be the operator of the 21st CCLC 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.

Prior History – Prior 21st CCLC Award Recipients

Prior NCDPI 21st CCLC award recipients can apply for the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program if they meet eligibility requirements and are deemed in Good Standing (see below). Additionally, prior 21st CCLC program performance will be considered during the 2027-2030 competition. Prior 21st CCLC award recipients will be required to describe previous experience and successes administering and implementing a 21st CCLC grant program, including successful and/or unsuccessful completion of grant goals and objectives and lessons learned based on their most recently awarded 21st CCLC grant.

Cohort 19 Subgrantees

Cohort 18 subgrantees can also apply for the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program if they meet eligibility requirements and are deemed in Good Standing (see below). However, the proposal submitted may not duplicate the currently funded Cohort 18 21st CCLC project.

To be considered for a Cohort 19 grant award, current grant recipients must propose to implement programming that:

- serves different grade levels, and/or
- serves different feeder schools, and/or
- was not included in the Cohort 18 grant (e.g., standard summer program, summer intensive program).

All current grant recipients must use recent and/or new student and community needs data, which must be identified clearly in the needs assessment section of the application.

Good Standing

Organizations previously and/or currently receiving competitive grants administered through the NCDPI Office of Federal Programs must be considered in Good Standing with NCDPI.

Subgrantees may be considered Not in Good Standing if any of the following occur:

- Substantiated misuse of federal funds
- Repeated* programmatic or fiscal findings, including questioned costs
- Unresolved programmatic or fiscal findings beyond established closeout timelines, including those issued by NCDPI and/or the Office of the State Auditor (OSA)
- Failure to implement required corrective actions as requested
- Failure to attend required Professional Development and Technical Assistance sessions
- Failure to meet minimum enrollment or attendance requirements
- Repeated* instances of late, incomplete, inaccurate, or missing required reports or data submissions, including 21DC, CCIP, fiscal, evaluation, or other required grant reporting
- Prior termination still within the ineligibility window (see below)
- Lapse in System for Award Management (SAM) registration

NOTE:

*For purposes of this section, “repeated” means two or more documented occurrences of the same or similar issue within the current grant cycle or the most recent three-year grant period. Documented occurrences may include findings or concerns identified through monitoring, fiscal review, desk review, reimbursement review, technical assistance, site visits, complaint reviews, stakeholder concerns, data reviews, or other NCDPI oversight activities.

If a subgrantee is considered not in Good Standing at any point during the three (3) year grant cycle, the program may lose grant funding for the remainder of the grant cycle.

Any previous or current 21st CCLC subgrantees terminated by NCDPI are considered Not in Good Standing and are not eligible to reapply for two (2) consecutive 21st CCLC standard three (3) year cohort grant cycles for a minimum of 6 years from the effective date of termination.

Good Standing is applied at both the subgrantee organization and fiscal agent level. If the subgrantee organization is deemed Not in Good Standing by the NCDPI Office of Federal Programs, its associated fiscal agent is also deemed Not in Good Standing. NCDPI reserves the right to consider the totality of risk, compliance history, and organizational capacity when determining Good Standing status. If the subgrantee organization and its associated fiscal agent are deemed Not in Good Standing by the NCDPI Office of Federal Programs at any point during the review process, the application may be identified as “Not Recommended” for funding to the State Board of Education (SBE).

Student Participant Eligibility

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 2027-2030 NCDPI Cohort 19 21st CCLC Grant Program must meet federal 21st CCLC eligibility requirements.⁵

K-12 students who will be enrolled for the 2027-2028 school year in LEA/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 2027-2030 NCDPI Cohort 19 21st CCLC Grant programs. Additionally, PreK students who are at least 4 years old by on or before August 31st and are enrolled in public PreK programs (i.e., NC-PreK, Title I PreK, Exceptional Children, and/or Head Start) administered by LEA/PSUs are eligible to participate in 2027-2030 NCDPI Cohort 19 21st CCLC Grant Programs.

NOTE:

Only LEA/PSUs are eligible to apply for funding to implement 2027-2030 NCDPI Cohort 19 21st CCLC Grant Programs intended to serve PreK students. All proposed 2027-2030 NC Cohort 19 21st CCLC Grant Programs proposing to serve PreK students must take place at locations administered by the LEA/PSU acting as the fiscal agent.

Privately funded childcare and daycare centers receiving Head Start and/or NC

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. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by 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.

Competitive Priorities

Federal Competitive Priorities

Section 4204(i) of the ESEA includes priorities the State must consider in reviewing applications for the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program:

⁵ <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-guidance-on-student-eligibility-2020-2021.pdf>

Joint Applicants (1 point)

States must give competitive priority to applications submitted jointly by eligible entities consisting of not less than one LEA/PSU receiving funds under Title I, Part A of the ESEA and another eligible entity including a public or private community organization (CBO), city or county governmental agency, faith-based organization, Bureau of Indian Education, higher education institution, or for-profit corporation. If an LEA/PSU applicant (e.g., a rural LEA) demonstrates that it is unable to partner with another eligible entity, such as a CBO, in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21st CCLC program, the State must give priority to the LEA/PSU applicant in the same manner as an LEA/PSU that applies jointly with another entity (Section 4204(i)(2)). Additional information regarding reasonable geographic proximity can be found in Appendix B.

Applying as joint applicants is not merely a partnership. Additionally, an organization contracted to provide services is not considered to be a joint applicant. Applications that are submitted jointly are those where not less than one LEA/PSU receiving funds under Title I, Part A of the ESEA and another eligible entity are applying together and share equal responsibility for the 2027-2030 NCDPI Cohort 19 21st CCLC program.

To be considered as a joint applicant, the applicant must provide a Memorandum of Understanding (MOU) outlining the joint responsibilities of the partnership. The MOU must provide evidence that:⁶

1. The eligible LEA/PSU and at least one other eligible entity collaborated extensively in the planning and design of the 2027-2030 NCDPI Cohort 19 21st CCLC program;
2. Each joint applicant organization has substantial roles to play in the delivery of services;
3. All joint applicant organizations share grant resources to carry out their roles;
4. All joint applicants have significant and ongoing involvement in the management and oversight of the program; and
5. An agreement among the joint 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).

In cases of joint submittal, all required documents must be signed by the person with signatory authority for all participating organizations, uploaded to CCIP, and uploaded in the appropriate place

⁶ Nita M. Lowey 21st CCLC Non-Regulatory Guidance (September 2024). USED.

in the Related Documents section of the Funding Application in CCIP.

For additional information regarding joint applications, please see the Joint Applicant definitions in Appendix B.

Student Need Indicators (up to 8 points)

Applications will receive priority consideration if they propose to provide services to students who primarily attend schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

For the purposes of this grant, NCDPI will give priority consideration to applications requesting the Student Need Indicators priority point(s) if a majority (at least 51%) of the proposed feeder schools meet the following condition(s):

- **CSI/TSI Feeder School Designation (up to 2 points)**
Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools (2 points); or .Propose that all (100%) schools to be served are a combination of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools (1 points) [CSI/TSI](#)
- **Grade Level Proficiency (GLP) for Reading/Math – NC School Report Card Data for Proposed Feeder Schools (up to 4 points)**
To qualify for Grade Level Proficiency (GLP) priority points, a majority (at least 51%) of an applicant’s proposed feeder schools must demonstrate percentage rates at or below 45% for reading and/or 50% for math⁷. 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. [Note: If feeder schools serve students in grades 3-8 and grades 9-12, if applicable, applicants must submit percentage totals for both grade spans (i.e., for reading submit the “Reading Performance” (for grades 3-8) and “English II Performance” (for grades 9-12) percentages; for math submit the “Math Performance” (for grades 3-8) and “NC Math 3 Performance” percentages.](for grades 9-12).
- **Reading/English II Performance** – At least 51% of proposed feeder schools have

⁷ The proposed thresholds are intended to identify schools with clear, documented need while avoiding eligibility based on performance or attendance rates that are only marginally different from statewide conditions. The Reading/ELA GLP threshold of 45% and Math GLP threshold of 50% are intended to identify schools where a substantial share of tested students are not yet grade-level proficient. Because GLP reflects the percentage of students scoring Level 3 or above, these thresholds identify schools where roughly half or more of tested students score at Level 1–2, establishing a broad but defensible need standard for directing 21st CCLC priority points toward applicants proposing to serve schools with elevated academic needs.

Reading GLP at or below 45% (2 points)

- **Math/NC Math 3 Performance**– At least 51% of proposed feeder schools have Math GLP at or below 50% - (2 points)
- **Chronic Absenteeism – NC School Report Card Data for Proposed Feeder Schools (1 point)**
To qualify for the Chronic Absenteeism priority point, a majority (at least 51%) of an applicant’s proposed feeder schools must demonstrate a chronic absenteeism rate of 30% or greater when compared to the State of North Carolina⁸. 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.
- **Short-Term Out-of-School Suspensions (1 point)**
To qualify for the Short-Term Out-of-School Suspension or In-School Suspension priority point, a majority (at least 51%) of an applicant’s proposed feeder schools must demonstrate greater rates of short-term out-of-school suspension rates or in-school suspension rates when compared to the State of North Carolina. Applicants can find this information using [Table S-C1: Short term Suspension Stats for Schools 2025](#) data (Use Column K 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.

Community Need Indicators

USED allows states to include additional priorities in its local 21st CCLC subgrant competition. For the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program, NCDPI will award competitive priority points to applications proposing to meet the following criteria:

Workforce Readiness Priority Consideration (Up to 3 points)

Applicants serving elementary, middle, and/or high school students may receive up to three (3) priority points by demonstrating one or more of the following:

- **Career Awareness and Exploration (1 point)**
Proposes age-appropriate career awareness and exploration activities that help students understand career pathways and make connections between their interests, skills, and future opportunities.

⁸ The 30% chronic absenteeism threshold is meaningfully above the recent statewide chronic absenteeism rate of approximately 24%, indicating a schoolwide attendance challenge beyond the state baseline rather than marginal variation. This threshold establishes a broad but defensible need standard for directing 21st CCLC priority points toward applicants proposing to serve schools with elevated attendance needs.

Examples may include personal interest inventories and career assessments, exploration of career clusters and high-demand occupations, career speakers, career fairs, workplace awareness activities, development of personal career goals, or life maps.

- **Workforce Readiness Experiences and Career Pathways (1 point)**

Provides students with meaningful workforce readiness experiences that build career knowledge, employability skills, and exposure to postsecondary and career opportunities.

Examples may include Career and Technical Education (CTE) experiences, STEM-focused career exploration, workplace visits, job shadowing, mentorships, or industry engagement, work-based learning opportunities such as internships, apprenticeships, or other career pathway experiences, opportunities that support the attainment of industry-recognized credentials, certifications, or post-secondary credit for secondary students

- **Academic Integration and Measurable Outcomes (1 point)**

Demonstrates intentional integration of workforce readiness activities with academic enrichment and includes measurable student outcomes.

Examples may include integration of career-connected learning with literacy, mathematics, STEM, problem-solving, or other academic content, connections between workforce readiness activities and academic achievement, clear, measurable objectives and outcomes related to career awareness, skill development.

Applicants seeking workforce readiness priority points must select “Workforce Development” as a core enrichment activity and ensure programming meets dosage requirements (see [Core Academic Areas](#)).

To receive these priority points, applicants must also submit a Memorandum of Understanding from the School District and/or feeder school to demonstrate active collaboration and an established partnership with at least one of the following: Career Technical Education (CTE) Director, Instructional Management Coordinator (IMC) Career Development Coordinator (CDC), Special Populations Coordinator (SPC), and/or school counselor. The MOU should clearly outline how the CDC, SPC, and/or school counselor will actively plan and implement activities with the applicant.

Expanded Access

Applications will receive priority consideration if they demonstrate that the proposed activities are, as of the date of the submission of the application, not accessible to students who would be served; or would expand accessibility to high-quality services available in the community.

For the purposes of this grant, NCDPI will give priority consideration to applications requesting the Expanded Access priority point(s) if **a majority (at least 51%) of the proposed feeder schools meet the following condition(s)**:

- **Serving Rural Counties (up to 3 points)**

The United States Department of Agriculture (USDA) [Rural-Urban Continuum Codes](#) distinguish U.S. metropolitan (metro) counties by the population size of their metro area,

and nonmetropolitan (nonmetro) counties by their degree of urbanization and adjacency to a metro area. Applicants will receive the following priority consideration if they propose to serve students from feeder schools in rural counties with the following USDA ratings:

- Counties rated 4 and 5: 1 priority point
- Counties rated 6 and 7: 2 priority points
- Counties rated 8 and 9: 3 priority points

Applicants must use the USDA Rural-Urban Continuum Codes to determine county ratings.

NOTE:

For purposes of this grant, “primarily” and “majority” are defined as at least 51%.

Funding Awards

For the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program, NCDPI may award:

- **At least four (4) 21st CCLC grants proposing to operate an academic year program (with or without a summer program) per each State Board of Education (SBE) region of the state** pending submission of quality applications by at least four (4) eligible organizations in the SBE Region and following Level I and Level II reviews.
- **At least two (2) 21st CCLC grant proposing to operate summer only programs per each State Board of Education (SBE) region of the state** pending submission of quality applications by at least two (2) eligible organizations in the SBE Region and following Level I and Level II reviews.

After the initial awardees are identified, NCDPI may continue to recommend one (1) additional organization per region proposing to operate academic year program (with or without a summer program) for the award based on total application score and ranking until funds are depleted.

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 the quality bands, Excellent (145-170), Strong (115-144), or Average (85-114) to be considered for funding.** Applications that fall into quality band Weak (59-84) or Unacceptable (58 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.

In summary, final application score = average Level I rubric score + eligible priority points – applicable technical deductions

NOTE:

If recommended for funding, any incomplete data on required documents must be resolved prior to the distribution of funds to an awardee. Failure to submit completed required documents by the established deadline may result in the forfeiture of the award.

Grant Awards and Duration

Overview

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.

In North Carolina, applicants may request funds **up to \$500,000 per year** based on: 1) needs identified in the community and schools; 2) scope of the program; 3) proposed number of students served; 4) program design; and 5) funds needed for summer programming within the total amount requested.

Funding Levels

To determine academic year and summer out-of-school-time program funding levels for this competition, NCDPI reviewed the funding ranges used in the previous 21st CCLC competition and applied an inflation update to the upper limits of each funding range. The updated ranges are intended to help applicants develop reasonable supplemental funding requests based on proposed enrollment, grade span, and program type.⁹

Because 21st CCLC is a supplemental grant, these funding ranges do not necessarily represent the full cost of operating an out-of-school-time or summer learning program. Applicants should design a feasible scope of services within the total grant award cap and should describe how 21st CCLC funds will coordinate with other resources, partnerships, and in-kind supports to support implementation. Applicants are also encouraged to use community partners, braided or leveraged funding, and other public or private resources to support the full cost of programming and strengthen long-term sustainability beyond the grant period.

⁹ To calculate base costs (50 students, 300 hours), NCDPI utilized the full-cost estimates per age-level of students served provided by the Wallace Foundations’ [“The Cost of Quality Out-of-School-Time Programs”](#) (2009) study and adjusted the numbers to September 2023 using the U.S. Bureau of Labor Statistics’ [“CPI Inflation Calculator”](#). To calculate ranges above the base tier, NCDPI utilized the 2022 average cost per regular attendee in a 21st CCLC program provided by the Afterschool Alliance’s [21st CCLC 2022 Overview report](#).

For the purposes of this competition, applicants will determine their academic year out-of-school-time program funding request and/or their summer program funding request separately in CCIP.

If applying for academic year **and** summer programs (Option 2), applicants will combine the proposed academic year and summer funding request amounts to generate the “Total Grant Award Requested,” which will also be input into CCIP. The total amount requested may not exceed \$500,000.

Applicants are not expected to request the maximum amount for each proposed component. Applicants should request an amount that is reasonable and necessary for the proposed program design, enrollment target, staffing model, schedule, transportation plan, and scope of services. Requests should align with the applicant’s proposed activities and should reflect the supplemental nature of 21st CCLC funding.

Additional details regarding inputting funding amount requests into CCIP can be found in the RFP’s “[How to Apply](#)” section.

For eligible applicants proposing to serve PreK students, use the elementary school funding level to determine the funding request amount.

Academic Year Out-of-School Time Program Funding Levels

Using the total enrollment number and age ranges of the proposed student population(s) to be served, each applicant will determine their **academic year funding** request utilizing the designated ranges below. The maximum amount awarded for Academic Year programs is \$415,000.

50 Students:

- Elementary School only, Middle School only, or Elementary School/Middle School combination: \$50,000-\$200,000
- Elementary and/or Middle School **WITH** High School: \$50,000-\$245,000
- High School Only¹⁰: \$50,000-\$280,000

51-75 Students:

- Elementary School only, Middle School only, or Elementary School/Middle School combination: up to \$245,000
- Elementary and/or Middle School **WITH** High School: up to \$290,000
- High School Only: up to \$325,000

76-100 Students:

- Elementary School only, Middle School only, or Elementary School/Middle School combination: up to \$290,000
- Elementary and/or Middle School **WITH** High School: up to

¹⁰ Grossman, J.B. et al (2009). The cost of quality out-of-school time programs. *The Wallace Foundation*. Retrieved from: <https://wallacefoundation.org/report/cost-quality-out-school-time-programs>

\$380,000

- High School Only: up to \$370,000

101+ Students:

- Elementary School only, Middle School only, or Elementary School/Middle School combination: up to \$335,000
- Elementary and/or Middle School **WITH** High School: up to \$380,000
- High School Only: up to \$415,000

Summer Learning Program(s) Funding Levels

Using the type of proposed summer program and the total enrollment number of proposed students to be served by each summer program, applicants will determine their **summer program year funding** request utilizing the designated ranges below:

Standard Summer Programs

The ranges below are for a Standard Summer Program. The maximum amount awarded for Standard Summer Programs is \$275,000. Applicants should review the Program Design Requirements for Standard Summer Programs found in the Program Design Overview section of the RFP. If applicants do not meet the minimum requirements, NCDPI will not consider the funding request for the Standard Summer Program.

- **25-49 students:** \$25,000 - \$95,000
- **50-75 students:** up to \$140,000
- **76-100 students:** up to \$220,000
- **101+ students:** up to \$275,000

Summer Intensive Program Funding Levels

The ranges below are for a Summer Intensive program. The maximum amount awarded for Summer Intensive Programs is \$165,000. Applicants should review the Program Design Requirements for Summer Intensive Programs found in the Program Design Overview section of the RFP. If applicants do not meet the minimum requirements, NCDPI will not consider the funding request for the Summer Intensive Program.

- **25-49 students:** \$25,000 - \$55,000
- **50-75 students:** up to \$85,000
- **76-100 students:** up to \$135,000
- **101+ students:** up to \$165,000

Annual Award Funding Installments

Each subgrantee may receive academic year program funding beginning July 1 of the initial award year through September 30 of the final fiscal year of the grant cycle. Academic year program funds are distributed annually in installments based on NCDPI approval requirements and attendance thresholds established in this RFP. Summer

program funds are distributed separately each year upon approval of required summer documentation.

When funds are allotted each year of the grant cycle, subgrantees may access funds for up to 27 months, except during Year 3 when the grant period ends on September 30, 2030. Any unspent funds remaining at the end of Year 3 will revert to the State.

Academic year program funds will be allotted as follows:

1. Initial installment equal to 50% of the total academic year award will be issued after NCDPI approval of required documentation and final budget.
2. Remaining installment equal to 50% of the total academic year award will be issued if the subgrantee meets the attendance threshold requirements established in this RFP.

Summer program funds for Standard Summer Programs and Summer Intensive Programs will be allotted as follows:

1. One installment equal to 100% of the total summer program award will be issued after NCDPI approval of required summer documentation.
2. Summer program installments will be issued no earlier than April 1 each year.

Attendance Thresholds for Funding Installments

Studies have shown that the more consistently students participate in high-quality afterschool programs, the more likely they are to demonstrate academic and social gains. To allow students to benefit from the full impact of 21st CCLC programming, students must have consistent access to high-quality services over a sustained period. 21st CCLC programs are not intended to operate as drop-in programs.

Awarded subgrantees are expected to recruit and provide continuous services designed to encourage full student participation and long-term engagement throughout the grant cycle. NCDPI will monitor student enrollment and attendance data to ensure awarded subgrantees are serving the number of students proposed in the State Board of Education (SBE)-approved application and implementing programs with sufficient participation levels.

In North Carolina, students are considered “regular attendees” of a 21st CCLC program if they attend at least 90 hours of programming during the academic year. NCDPI uses updated PPO guidance from the U.S. Department of Education (USED) to establish attendance thresholds for regular participation.

To qualify for the remaining 50% academic year installment, at least 75% of the subgrantee’s enrollment goal, as stated in the SBE-approved application, must attend the program for at least 90 hours.

All paperwork and documentation required for installment review and approval must be submitted in CCIP by established deadlines. Failure to submit required documentation by established deadlines may result in delayed or withheld funding.

All 21st CCLC subgrantees must meet the SEA minimum enrollment requirement of 50 students.

Funding Reductions

NCDPI reserves the right to reduce, delay, withhold, condition, restrict, or otherwise adjust funding based on subgrantee performance, compliance, operational capacity, risk assessment results, or other relevant factors.

Funding reductions or restrictions may result from failure to meet enrollment, attendance, reporting, compliance, fiscal, operational, or program implementation requirements established by NCDPI.

Continued noncompliance or failure to meet applicable program, fiscal, or operational requirements may result in additional administrative action, including termination of the grant award in accordance with applicable federal and state requirements.

Additional information regarding funding restrictions, reductions, and administrative actions can be found in the 21st CCLC Grant Guidance.

Continuation Awards

21st CCLC grants are awarded as multi-year projects consisting of annual budget periods. Funding beyond the initial budget period is not automatic and is contingent upon the availability of federal funds and NCDPI's annual determination that continuation requirements have been met in accordance with 34 CFR 75.253.

Continuation awards are based on factors including subgrantee performance, compliance, operational capacity, reporting, implementation of the approved program, and progress toward approved program goals and attendance targets.

To be considered for a continuation award in Year 2 and Year 3 of the grant cycle, subgrantees must submit a complete and approvable annual non-competitive continuation application in accordance with requirements established by NCDPI.

Subgrantees awarded priority points for specific programmatic elements, including joint applications, must demonstrate continued implementation of those approved elements during the continuation period.

Additional continuation award requirements are outlined in the 21st CCLC Grant Guidance.

Funding Reimbursement Notice

21st CCLC grant funding is made available on a reimbursement basis. Applicants are strongly encouraged to ensure sufficient cash flow or access to operating funds to support program operations prior to reimbursement.

Reimbursement requests must be based on actual allowable expenditures incurred and paid prior to the September 30 deadline. Expenditure documentation supporting reimbursement requests must be submitted to NCDPI.

There is no liquidation period. Any unspent funds remaining at the end of the grant cycle will revert to the State.

NOTE:

The number of awards and the award amount will be based on the final U.S. Department of Education (USED) award notification to the State and the number of quality proposals approved. The award period is contingent upon final SBE approval of the Allotment Policy Manual for the 21st CCLC program.

21st Century Community Learning Centers Reporting Requirements

Federal Reporting Requirements

The U.S. Department of Education (USED) is subject to the Program Performance Outcomes (formally known as “GPRA”). The provisions of the Program Performance Outcomes require that Federal agencies establish performance goals. Under these agency performance goals, USED creates program performance measures, and quantifiable indicators to assess progress of its programs, including 21st CCLC programs in each state. These are commonly referred to as “PPO measures.”

It is important for applicants to know in advance that awarded subgrantees will have federal reporting requirements. Awarded subgrantees will be required to collect, manage, and report data by center on participating students to NCDPI. NCDPI, in turn, submits the required data from subgrantees to USED, which in turn, produces annual reports on the 21st CCLC program nationally.

The key purposes of 21st CCLC data collection are to: (1) complete federal reporting requirements; (2) demonstrate that substantial progress has been made towards meeting the objectives of the 21st CCLC program as outlined in the grant application, including enrollment data; and (3) provide information for local, state, and federal program evaluations. For the most recent federal reports, see <https://www.ed.gov/media/document/21st-cclc-annual-performance-report-92724>. NCDPI also generates annual state progress monitoring reports using the grantee-provided data supplemented with student achievement data (see: <https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/21st-century-community-learning-centers-title-iv-part-b#Tab-StatewideEvaluationReport-7519>).

In terms of data entry required of subgrantees, NCDPI requires subgrantees to enter their data on centers, staffing, activities provided, and participants into NCDPI’s official state database. NCDPI will aggregate subgrantee data from the state database and enter it into the 21APR Federal Data Collection System.

In addition to the information entered on centers, staffing, and activities, subgrantees must enter two kinds of required data on individual participants in the NCDPI’s official state database:

- **Student Attendance:** Subgrantees must enter the daily attendance in the afterschool and summer programs for every enrolled student.
- **Student Improved Engagement in Learning of Participation:** Subgrantees must submit data on participating students’ engagement in learning over the academic year and summer (if applicable). NCDPI requires subgrantees to use an annual Instructional Staff Survey for this purpose. NCDPI provides samples of Instructional Staff Survey templates.

NCDPI State Reporting Requirements

In addition to federal reporting requirements, all awarded subgrantees will also submit a 21st CCLC Subgrantee Annual Program Evaluation Report after each year of implementation. The annual subgrantee-level reporting process serves as an opportunity for organizations/staff to reflect on the quality and benefits of 21st CCLC services they have provided by examining various data/outcomes (e.g., enrollment, attendance, teacher-reported student improvement). More specifically, subgrantees are required to submit a 21st CCLC Subgrantee Annual Program Evaluation Report (a) to encourage the collection, analysis, and utilization of implementation and outcome data to support on-going, formative program improvement, and (b) to support a culture of program accountability for the effective use of federal funds.

NOTE:

Given the above reporting requirements, it is important that applicants consider whether they have the capacity to complete the required data management and reporting before applying.

Awarded 2027-2030 NCDPI Cohort 19 21st CCLC Grant Recipient On-boarding and Conference Requirements

Date	Required Event	Required Attendees
Tuesday, March 16, 2027 or Tuesday, April 13, 2027	Summer Only Initial Onboarding (In Person at NCDPI)	Program Director and Chief Fiscal Agent
To Be Determined	Academic Year with Option of Summer Onboarding	Program Director and Chief Fiscal Agent

Cohort 19 Onboarding

All 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program awarded organizations must have their designated Cohort 19 21st CCLC Program Director and Chief Fiscal Agent attend a **mandatory**, all-day, in-person on-boarding training date and location to be determined.

In addition, Summer Only NCDPI Cohort 19 CCLC Competitive Grant Program awarded organizations must have their designated Cohort 19 21st CCLC Program Director and Chief Fiscal Agent attend a **mandatory**, in-person on-boarding training on Tuesday, March 16, 2027, or Tuesday, April 13, 2027.

All awarded Cohort 19 21st CCLC organizations who do not attend the in-person on-boarding training

may be required to forfeit their entire 3-year Cohort 19 21st CCLC grant award.

Applicants can account for any travel costs to/from the on-boarding in their proposed Cohort 19 budget and tentatively prepare their Cohort 19 21st CCLC Program Director and Chief Fiscal Agent to attend the mandatory in-person training if awarded.

PART 2: HOW TO APPLY

All applications for the 2027-2030 competition for the 21st Century Community Learning Centers (CCLC) grants must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). Applicants do not have to enter all information into CCIP at one time. They can enter information and return to add or edit information until the time that the 'Draft Completed' box has been checked. More information about how to enter application information into CCIP, training dates, and the 21st CCLC Grant Guidance can be found on [the 21st CCLC web page](#). Only applications submitted through CCIP will be reviewed and evaluated. **Applications must be submitted through at least 'Draft Completed' in CCIP by 12:00 p.m. NOON EST on November 18, 2026, to be considered for review and/or scoring.**

NOTES:

Organizations applying for 21st CCLC grant funds understand that if awarded, they must abide by all regulations as set forth in the 21st CCLC grant guidance, Non-regulatory Guidance, and the Uniform Grant Guidance.

FY27 Cohort 19 21st CCLC Grant Application – (in CCIP)

For the FY27 21st CCLC Cohort 19, the Funding Application Grant Details must be entered into the Grant Details Section in CCIP. CCIP offers two application options: "FP-21st CCLC New" for organizations seeking funding for the Academic Year with the option of Summer, and "FP-21st CCLC Summer Only" for organizations seeking funding for Summer Only. Applicants must select and submit the application that corresponds to the funding opportunity for which they are applying.

Only those proposals that are submitted through CCIP as at least '**Draft Completed**' by **12:00 p.m. NOON EST November 18, 2026**, will be reviewed and/or evaluated.

All information and signatures must be completed by the fiscal agent of the applying organization.

Attend an Applicant Technical Assistance Meeting

NCDPI will conduct virtual technical assistance webinars and office hours for potential applicants on October 8th, 2026, and October 9th, 2026. Attendance is not mandatory to apply but is encouraged as potential applicants may gain clarification on the 21st CCLC program purpose and grant competition. Dates, times, and webinar links will be posted on the [21st CCLC web page](#) and are listed with links in the Tentative Timeline located at the beginning of this document.

Apply for an [NCID User Account](#).

A valid North Carolina Identification (NCID) is required to access CCIP. If you are already entering data into a NCDPI data system (e.g., 21DC or CCIP), then you will not need a new NCID. However, if you do not have an NCID, please register for an account. LEA/PSU personnel should go through their local NCID administrator. If there is no NCID administrator, they should register as a 'Local Government' entity. All

other organizations should register as a 'Business' entity. Please note that the NCDPI CCIP Administrator CANNOT reset passwords or create accounts.

View the Virtual CCIP Recorded Training Session.

All LEAs in North Carolina have local staff trained on the use of the web-based grants management system, CCIP. If you are unaware of staff trained on the system, please contact someone in your local Title I office to identify the local User Access Administrator (UAA).

For organizations that have NOT been trained on the system, reviewing the virtual training session for using the grants management system, CCIP, is required for applicants to be set up as users in the system to allow organizations to submit a final application for review. The CCIP Training for the 2027-2030 RFP will be virtual, and the recording information is in the tentative timeline at the beginning of this document. CCIP Training Webinar link and additional information will be posted on the [21st CCLC web page](#).

Register with the [System for Award Management \(SAM\)](#)

Registering with the System for Award Management (SAM) is a required step for your organization to be able complete the 21st CCLC application through the CCIP system. Confirmation that you have successfully registered your organization with the US Government's SAM system must be uploaded to the Related Documents page of the Funding Application. The CCIP system will not allow the user to submit its application without the SAM registration confirmation.

Upload Documents to the Related Documents Section in CCIP

To ensure your application is complete and eligible for priority points, please carefully review the [Required Documents](#) section below. All listed documents must be completed, signed, dated, and uploaded to CCIP. Optional Documents may be uploaded as supplemental information but are not required. Failure to submit all Required Documents may result in technical point deductions.

If applying for priority point(s) other documents may be required.

NOTE:

If an applicant is filing as a Jointly Submitted application between an LEA/PSU and public or private community organization, the Memorandum of Understanding becomes a Required Document.

Complete the Grant Award Notification (GAN) and Contacts Section

Before submitting the completed application, applicants must fill out the Grant Award Notification Data in CCIP. Applicants will enter the Unique Entity Identifier (UEI) as listed in their SAM confirmation, the organization's address, and contact information for your organization's superintendent and key personnel. For non-LEAs, the superintendent is the organization's fiscal agent.

Submit the Application in [CCIP](#) by 12:00 p.m. NOON EST on November 18, 2026

Once the organization has an NCID, is registered in SAM, and the proposal is drafted, all information, including Required Documents must be entered on the web-based grant management system. Only those proposals that are submitted through CCIP as at least '**Draft Completed**' by **12:00 p.m. NOON EST November 18, 2026**, will be reviewed and/or evaluated. Please note that once the application is submitted, no changes can be made to the proposal.

NOTE:

Once the Cohort 19 application due date and time have passed, CCIP will remain closed. NCDPI will not reopen the Cohort 19 application under any circumstance, including internal system malfunctions. NCDPI strongly encourages all applicants

Funding Application Components

When applicants first log into CCIP, sections to be completed are Budget Section, Grant Details, Related Documents, Contacts and GAN Organization Data. Before uploading any Related Documents, click on the "Draft Started" link on the Section Page of CCIP.



The screenshot shows the CCIP interface. On the left is a navigation menu with links: CCIP Home, Minister, Arch, Ports, Box, and Planning. The main content area is titled 'Sections'. It displays 'Organization Name, Unit Number' followed by '- FY 2027'. Below this, it shows 'Application Status: Not Started'. A yellow box highlights the 'Change Status To: Draft Started' button.

Related Documents must be uploaded to CCIP separately from the Grant Details. Ensure all fields in the Basic Information section are completed, including text fields and checkboxes. To help you prepare your narratives in the application, please review the Scoring Rubric.

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

- Allotments**
 - Allotments
- FP-21st CCLC New**
 - Budget**
 - Grant Details
 - Related Documents
 - Grant Award Notification (GAN)
- Contacts**
 - Contacts
- Substantially Approved Dates**
 - Substantially Approved Dates
- Assurances**
 - Assurances
- Grant Award Notification (GAN)**
 - GAN Information
 - GAN Organization Data

All

Funding Application: Budget Section

Budget

Go To ▶

[Download Budget Data]

Purpose Code	Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Total
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 also must complete the total cost worksheet found in Related Documents for the budget section to be considered complete. Applicants must allocate at least 80% of the 21st CCLC grant award to providing direct student services to students.

Applicants can use the Total Cost Worksheet template (located within the Related Documents Section) with approved budget line-item codes to determine 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).

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 that if applicants have dollars allocated in the 300's section, 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](#). The PRC for 21st CCLC programming is 110 when reviewing the Chart of Accounts.

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 utilizing a form 208. Prior to the actual release of funds, NCDPI must review and approve the detailed budget. Indirect student services cannot exceed 20 percent of the total grant award (see 21st CCLC grant guidance).

NOTES:

- The proposed budget submitted with the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive 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 State Board of Education approved amount of the award by line-item detail for review and approval prior to the release of funds.
- An organization may only charge to the 21st CCLC grant up to 40 hours per week per employee regardless of the number of positions held. This limitation applies even when the potential grant awards span different 21st CCLC cohorts.
- Since the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program funds are made available on a reimbursement basis, it is strongly recommended that applicants have secured sufficient funding or line of credit to operate the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant Program for at least a three-to-four-month period prior to initial disbursement each year.
- The budget will be reviewed for reasonable, necessary, and allocable criteria when approved in CCIP. This criteria will be applied for all

Grant Details Section

To apply for the 2027-2030 NCDPI Cohort 19 21st CCLC Competitive Grant, complete all of the Grant Details Section. Applicants must be sure that all required sections are completed for each of the priority point(s) and program options selected. Additionally, applicants must check that the application meets all minimum requirements (weeks of programming, hours of programming, and student enrollment) to be eligible for funding. If all requirements have not been met, the total funding eligibility will be reduced.

Related Documents Section

Required Documents

Basic Organization Information form – (template provided)

For the purposes of the 21st CCLC program, the Fiscal Agent is the eligible entity that is authorized to receive funds from the NCDPI. All information and signatures must be completed by the Fiscal Agent. During the application process, the Fiscal Agent should designate a primary individual as the point of contact for 21st CCLC fiscal management, including receiving notifications of grant application status. The Basic Program Information Sheet is used to notify the applicant as to the status of the application whether it is approved or not approved.

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 the NCDPI Office of Federal Programs of any changes.

If an applicant submits a joint application, Basic Organization Information (template provided) will need to be copied so that each agency, entity, or organization has signed where required. Additionally, it is required that the applicant(s) upload a signed MOU under optional Related Documents in CCIP.

Good Standing Document- (template provided)

See definition of Good Standing in RFP section on [Good Standing](#).

Statement of Assurances – (template provided)

Applicants should read carefully all Assurances listed on the 21st CCLC Grant Application. Any questions on these Assurances may be discussed during one of the technical assistance workshops. The Assurances, Debarment Certification, and the Criminal Background Check Certification pages must be signed by the Fiscal Agent seeking the grant in order for the application to be considered.

If an organization submits a joint application, Statement of Assurances will need to be copied so that each agency, entity, or organization has signed where required.

Debarment Certification – (template provided)

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 13 CFR Part 145. The regulations were published as Part VII of the May 26, 1988, Federal Register (pages 19160-19211). The Assurances, Debarment Certification, and the Criminal Background

Check Certification pages must be signed by the Fiscal Agent seeking the grant in order for the application to be considered.

If an organization submits a joint application, Debarment Certification will need to be copied so that each agency, entity, or organization has signed where required.

Criminal Background Checks Certification – (template provided)

All staff and volunteers working with students must undergo criminal background checks at the federal, state, and local level. A current and accurate criminal history check must be completed for all individuals, paid or unpaid, working with children either in person or via phone/internet in the program prior to that individual working with students including, but not limited to certified teachers, any school district staff, and any person that will be tutoring or directly working with students. No staff or volunteers may begin working with students in the 21st CCLC program until the criminal background checks have been completed and cleared. Background checks obtained/submitted by employees or volunteers must not be accepted. Any persons that are or have been convicted of any heinous crime against youth or any violent criminal acts must automatically be disqualified from employment.

If an organization submits a joint application, Criminal Background Checks Certification will need to be copied so that each agency, entity, or organization has signed where required.

NOTE:

The Basic Organization Information, Assurances, Debarment Certification, the Criminal Background Check Certification, and the Memorandum of Understanding pages must be signed by the Fiscal Agent seeking the grant. If an organization submits a joint application, all documents requiring signatures will need to be copied so that each agency, entity, or organization has signed where

Financial Audit/Status Statement – (no template provided)

Uniform Guidance requires organizations to have an independent audit conducted by an independent Certified Public Accountant (CPA) when the annual fiscal year total of all federal funds reaches \$1,000,000. Audits must be conducted by a certified CPA or by an accountant certified by the Local Government Commission (LGC) as qualified to audit local government accounts. The audits shall be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with general accepted accounting principles (GAAP). All applicants are required to submit the most recently completed audited financial statement for the Fiscal Agent with this grant application. If no statement is available, applicant must include a written statement explaining why audit information is not available.

ESEA Affirmation (Private Schools Consultation) – (template provided)

Sections 8501 of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between any entity receiving 21st CCLC 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 annually notify private schools operating within the 21st CCLC 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 21st CCLC program and the *ESEA Affirmation (Private Schools Consultation)* form must be uploaded to CCIP where indicated.

If no private schools are operating, the applicant must upload a statement indicating that no schools are operating within the feeder school(s) attendance area(s). *The current list of North Carolina conventional non-public schools (i.e., private schools) is available at: <http://www.ncdnpe.org/convnonpub.aspx>.*

Public Notice- (no template provided)

Applicants must provide evidence of a published public notice concerning their organization applying for the 21st CCLC grant.

Total Cost Worksheet – (template provided)

Applicants must list by line item all expenditures for the proposed program including requested grant amounts for each expenditure category

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

Applicants must complete the Excel template provided with appropriate information completed for all schools the 21st CCLC program proposes to serve. All columns of the document must be completed even if the applicant is not applying for a priority point in that area.

Data Integrity and Confidentiality Certification (template provided)

The Fiscal Agent must certify the applicant's full understanding and adherence to the Data Integrity and Confidentiality Certification policy guiding the protection of all personally identifiable information in adherence with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §12329, 34 C.F.R. Part 99.

System for Award Management (SAM) Registration Confirmation Notices - (no template provided)

All applicants are required to upload a copy of their SAM Registration Confirmation notice to CCIP. The registration confirmation must be up to date, and the expiration date must be visible.

Registering with SAM from April 4, 2022, and beyond:

On April 4, 2022, the U.S. Department of Education joined other Federal agencies and transitioned to utilizing new Unique Entity Identifiers (UEIs) for grant recipient and applicant organizations, rather than the previously utilized D-U-N-S numbers. The UEI is administered through SAM.gov (System for Award Management).

If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity's

registration record in SAM.gov. To learn how to view your UEI, see this guide: [How can I view my unique entity identifier \(UEI\)?](#).

If you are not registered at SAM.gov, create a new registration by clicking on the “Get Started” link under the “Register Your Entity...” heading in SAM.gov.

We recommend that organizations initiate the process with SAM.gov as soon as possible, as it may take some time for registration to be completed.

For detailed information about this change, please refer to the Fact Sheet found here: [UEI Transition Fact Sheet](#).

Sample Program Schedule – (template provided)

All applicants are required to upload a sample schedule to CCIP for Required Academic Year programming, and if applicable, Standard Summer and/or Summer Intensive programming.

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.

Optional Documents

Memorandum of Understanding (MOU) – (optional template provided)

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.

NOTE:

Applicants who are not submitting a joint application, may include an MOU 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. Applicants who are submitting a joint application, must complete the MOU and be signed by applying partners.

Other Partnership/Collaborative Agreements (No template provided)

Strong partnerships are essential for both implementing and sustaining a successful 21st CCLC programming. Collaborative Partners provide routine, regular, and ongoing services to the program, as outlined in a signed Partnership Agreement (PA) (e.g., use of facilities, mentors/tutors).

Partnership agreements, found in optional documents, provides the applicant an opportunity to upload, signed letters of intent or other evidence of established partnerships. These documents can be reviewed during the evaluation of grant details, specifically within the capacity to implement, partner, and sustain section.

Partnerships are key to program sustainability, especially when grant funding may decline or the grant may not be renewed.

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

PART 3: APPLICATION REVIEW AND SELECTION PROCESS

The North Carolina State Board of Education (SBE) policy CNTR-001 outlines the approval process for competitive non-discretionary funds. In accordance with the policy, the State Board of Education (SBE) can approve deviation from the written policy. The SBE approval of this RFP authorizes this document as the approval process for awarding 21st CCLC Cohort 19 grants.

All 21st CCLC applications will go through the following 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 E). 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)

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 official 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.

Level II Review: NCDPI will review to determine eligibility and assign “priority points” based on pre-determined criteria defined in the RFP as well as confirm “technical deductions.”

NOTE:

Applicants must request priority points and indicate which priority area(s) apply by checking the appropriate box in the Grant Details Section of CCIP. Applicants must submit all the required forms as noted to document that the proposed

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.

For information on the appeals process, see [Appendix C](#).

PART 4: APPENDICES

Appendix A: NCDPI Statewide Performance Goals

NCDPI has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC Programs. Beginning with the 2024 grant program, all awarded applicants will be asked to design their proposed programs to align with the NCDPI 21st CCLC statewide goals as well as collect and report outcome data.

Performance Goal 1: Projected numbers of students are enrolled.	
Objective	Description
1.1	The majority (51% or more) of subgrantees enroll at least 75% of their projected number of students.
1.2	The majority (51% or more) of students served statewide are from low-income schools.
1.3	The majority (51% or more) of students served statewide are in need of academic support based on one or more of the following criteria: ○ scored “non-proficient” (i.e., Level I, II, or III) on the previous year’s state test in reading and/or math ○ scored below grade level standard (i.e., Level I or II) on previous year’s state test in reading and/or math. ○ identified as below grade level standard on the most recent district-level benchmark assessment in reading and/or math. ○ Below “satisfactory” grades in core content subject areas (e.g., D or below). ○ on-time grade-level promotion not attainable due to academic performance ○ on-time graduation not attainable.
Performance Goal 2: Enrolled students attend program for 30 days (90 hours) or more.	
Objective	Description
2.1	Statewide percentage of students attending 30 days (90 hours) or more is at least 70% (80% in PreK and elementary, 60% in middle school, and 40% in high school).

2.2	Statewide percentage of centers with an average attendance of 30 days (90 hours) or more will not fall below 87%.
Performance Goal 3: Programs will offer services in core academic areas, enrichment, and family engagement.	
Objective	Description
3.1	More than 85% of centers offer services in at least two (2) of the following core academic areas per grade span (i.e., PreK, K-5, 6-8, 9-12): • <u>PreK Centers:</u> ○ Early literacy programming aligned with NC Foundations for Early Learning and Development Language Development and Communication subdomains of Foundations of Reading and Foundations of Writing. ○ Math programming aligned with NC Foundations for Early Learning and Development Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning, and Mathematical Thinking and Expression. ○ Science programming aligned with NC Foundations for Early Learning and Development Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning and Scientific Exploration and Knowledge • <u>K-12 Centers:</u> ○ Literacy programming aligned with feeder district(s)/ school(s) annual literacy support plan and NCSCOS English Language Arts standards. ○ Math programming aligned with feeder district(s)/ school(s) annual math support plans and NCSCOS Math standards. ○ Science programming aligned with NCDPI's 2023 K-12 Science Standards.

3.2	More than 85% of centers offer enrichment support activities in at least two (2) of the following areas per grade span (i.e., PreK, K-5, 6-8, 9-12): ● <u>PreK Centers:</u> ○ Arts programming (i.e., dance, music, theatre, visual arts) aligned with NC Foundations for Early Learning and Development domains of Approaches to Play and Learning and Cognitive Development (with a focus on the subdomain of Creative Expression) ○ Workforce Development programming utilizing age-appropriate implementation methods. ○ Physical Education programming aligned with NC Foundations for Early Learning and Development domains Approaches to Play and Learning and Health and Physical Development ○ Health Education programming aligned with NC Foundations for Early Learning and Development domains Approaches to Play and Learning and Emotional and Social Development. ● <u>K-12 Centers:</u> ○ Arts programming (i.e., dance, music, theatre, visual arts) aligned with NCSCOS Arts standards.
	○ Workforce Development programming utilizing age-appropriate implementation methods and aligned to NCDPI's CTE Career Clusters & Pathways. ○ Physical Education programming aligned with NCSCOS essential Physical Education standards. ○ Health Education programming aligned with NCSCOS essential Health standards. ○ STEM programming aligned with the standards for Digital Learning.
3.3	Statewide percentage of participating PreK-12 students' parents or caregivers attending at least one (1) 21st CCLC family engagement event during the academic year is at least 50% (60% in PreK and elementary, 40% in middle school, and 20% in high school).

3.4	91% or more of subgrantees offer family engagement services that meet the following requirements: • Overall 21st CCLC family engagement plan is aligned with feeder district(s)/school(s) family engagement plans • Host at least three (3) educational workshops for families of participating students focused on each of the following topics: ○ <u>Educational Workshop 1</u>: must focus on deepening participating families’ understanding of the connection between consistent school-day attendance and future student success. ○ <u>Educational Workshop 2</u>: 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. ○ <u>Educational Workshop 3</u>: must focus on offering families’ the opportunity to gain skills and knowledge for supporting students’ academic needs including literacy and related educational development.
Performance Goal 4: Enrolled students attending the program (30 days [90 hours] or more) will demonstrate educational and social benefits and exhibit positive behavioral changes.	
Centers serving students in PreK	
Objective	Description
4.1	The statewide percentage of PreK participants attending the program (30 days [90 hours] or more) will demonstrate academic kindergarten readiness greater than the state average.
4.2	The statewide percentage of PreK participants attending the program (30 days [90 hours] or more) demonstrate emotional and social kindergarten readiness greater than the state average.
4.3	The majority (51% or more) of PreK participants “in need of improvement” (attending the program 30 days [90 hours] or more) will demonstrate improved engagement in learning.
Centers serving students in Grades 4-8	
Objective	Description

4.1	The statewide percentage of participants attending the program (30 days [90 hours] or more), with two years of state test data (Grades 4-8), demonstrate academic progress by improving from levels I or II to level III-V greater than the state average.
4.2	The statewide percentage of participants attending the program (30 days [90 hours] or more), with two years of state test data (Grades 4-8), who improve from “non-proficient” (levels I, II or III) to “proficient” (levels IV or V) will be at least 11%.
4.3	Participants attending the program (30 days [90 hours] or more) with two years of state test data (Grades 4-8) will demonstrate year-to-year change on state tests in reading and math at least as great or greater than the state population year-to-year change.
4.4	The majority (51% or more) of participants “in need of improvement” (attending the program 30 days [90 hours] or more) will demonstrate improved engagement in learning.
Performance Goal 5: NCDPI strengthens the quality of 21 st CCLC programs by providing capacity-building initiatives for subgrantees.	
Objective	Description
5.1	90% of participating subgrantee attendees rate the NCDPI-sponsored 21 st CCLC professional development session(s) of high quality .
5.2	90% of participating subgrantee attendees rate the NCDPI-sponsored 21 st CCLC professional development session(s) of high relevance to their work.

Appendix B: Application Scoring Rubric

Applications for the 21st CCLC program are reviewed by experts with knowledge of the disciplines and programs provided for youth in the out-of-school time environment. To assist with your proposal development, the following section provides you with the scoring rubric that reviewers will use to evaluate your application.

2A. ACADEMIC PROGRAMMING: (30 is highest score possible)

The applicant clearly describes: 1) relevant data (quantitative and qualitative) from multiple sources that objectively and effectively demonstrate the academic needs of identified students; 2) the overall program design that aligns with student needs; 3) how the academic goals, objectives, and outcomes illustrate the program theory of change;

4) the student success measures aligned to the goals and objectives; 5) how planned academic improvement activities that will address students' academic needs in meeting State academic standards; and 6) how the lead organization/agency will collaborate throughout the school year with identified school staff and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic learning opportunities are provided.

Dimensions		Leading (30-21 points)	Developing (20-9 points)	Lacking (8-1 points)
1)	Use of data to demonstrate academic needs of identified students	Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the academic needs of identified students.	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the academic needs of identified students.	Vague or confusing summary of the academic needs of students the program proposes to serve.
2)	Program design aligns with the needs of identified students	Clear summary of the overall program design and how it aligns with the identified needs of the identified students.	Somewhat clear summary of the overall program design, with only general alignment to the needs of the identified students.	Vague or incomplete summary of the program design with little or no alignment to the needs of the identified students.
3)	Academic goals, objectives, and outcomes	Clearly identified academic goals, objectives, and outcomes that illustrate a logical theory of change.	Somewhat clear academic goals, objectives, and outcomes that suggest a theory of change.	Vague or incomplete goals, objectives and/or outcomes that do not provide a coherent theory of change.
4)	Academic outcome measures	Clear and specific articulation of student success measures aligned with the program's proposed academic goals and objectives	Somewhat clear summary of student success measures aligned with the program's proposed academic goals and	Vague or misaligned description of the program's proposed academic measures and/or little to no information about how

2A. ACADEMIC PROGRAMMING: (30 is highest score possible)

The applicant clearly describes: 1) relevant data (quantitative and qualitative) from multiple sources that objectively and effectively demonstrate the academic needs of identified students; 2) the overall program design that aligns with student needs; 3) how the academic goals, objectives, and outcomes illustrate the program theory of change; 4) the student success measures aligned to the goals and objectives; 5) how planned academic improvement activities that will address students' academic needs in meeting State academic standards; and 6) how the lead organization/agency will collaborate throughout the school year with identified school staff and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic learning opportunities are provided.

		(including at least one attendance measure and academic performance measure); and how student academic data of various types will be collected and analyzed; and how participating students' academic data will be used to ensure ongoing, continuous program improvement.	objectives (including at least one attendance measure and academic performance measure); and how student academic data of various types will be collected and analyzed; and how participating students' academic data will be used to ensure ongoing, continuous program improvement.	academic data will be used for continuous program improvement.
5)	Improvement activities in core academic areas help students meet State academic standards	Focused and clear description of planned academic improvement activities that will address students' academic needs (help students meet State academic standards).	Somewhat clear description of planned academic improvement activities that will address students' academic needs (help students meet State academic standards).	Vague or incomplete description of planned academic improvement activities.
6)	Collaboration to ensure high-quality academic learning opportunities	Detailed plan (including timeline) of how the lead organization/agency will collaborate throughout the school year with identified school staff and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic learning opportunities are provided.	General plan as to how the lead organization/agency will collaborate throughout the school year with identified school staff and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic learning opportunities are provided.	Vague or ill-defined plan as to how the lead organization/agency will collaborate throughout the school year with identified schools and stakeholders to continually assess needs and refine activities and services.

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

30	29	28	27	26	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
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---

This space is provided to record your notes on this section.

2A. ACADEMIC PROGRAMMING: *(30 is highest score possible)*

The applicant clearly describes: 1) relevant data (quantitative and qualitative) from multiple sources that objectively and effectively demonstrate the academic needs of identified students; 2) the overall program design that aligns with student needs; 3) how the academic goals, objectives, and outcomes illustrate the program theory of change;

4) the student success measures aligned to the goals and objectives; 5) how planned academic improvement activities that will address students' academic needs in meeting State academic standards; and 6) how the lead organization/agency will collaborate throughout the school year with identified school staff and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic learning opportunities are provided.

2B. ENRICHMENT PROGRAMMING: *(30 is the highest score possible.)*

The applicant clearly describes: 1) relevant data (quantitative and qualitative) from multiple sources that objectively and effectively demonstrate the enrichment needs of identified students; 2) the overall enrichment program design that aligns with student needs; 3) how the enrichment goals, objectives, and outcomes illustrate the program theory of change; 4) the student success measures aligned to the goals and objectives; 5) planned enrichment opportunities that will complement **and** enhance students' academic performance, **and** achievement, **and** postsecondary and workforce preparation, **and** positive youth development.; and 6) how the lead organization/agency will partner with community organizations/agencies to provide high-quality enrichment opportunities.

Dimensions		Leading (30-21 points)	Developing (20-9 points)	Lacking (8-1 points)
Applicant provides:	1) Use of data to demonstrate enrichment needs of identified students	Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the enrichment needs of identified students.	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the enrichment needs of identified students.	Vague or confusing summary of the enrichment needs of students the program proposes to serve.
	2) Program design aligns with the enrichment needs of identified students	Clear summary of the overall program design and how it aligns with the identified needs of the identified students.	Somewhat clear summary of the overall program design, with only general alignment to the needs of the identified students.	Vague or incomplete summary of the program design with little or no alignment to the needs of the identified students.
	3) Enrichment goals, objectives, and outcomes	Clearly identified academic and enrichment goals, objectives, and outcomes that illustrate a logical theory of change.	Somewhat clear academic and enrichment goals, objectives, and outcomes that suggest a theory of change.	Vague or incomplete goals, objectives and/or outcomes that do not provide a coherent theory of change.
	4) Enrichment outcome measures	Clear and specific articulation of student success measures aligned with the program's proposed enrichment goals and objectives (including at least one attendance measure and enrichment outcome measure); and how student enrichment data of various types will be collected and analyzed; and how participating students' enrichment data will be used to ensure ongoing, continuous program improvement.	Somewhat clear summary of student success measures aligned with the program's proposed enrichment goals and objectives (including at least one attendance measure and enrichment outcome measure); and how student enrichment data of various types will be collected and analyzed; and how participating students' enrichment data will be used to ensure ongoing, continuous program improvement.	Vague or misaligned description of the program's proposed enrichment measures and/or little to no information about how enrichment data will be used for continuous program improvement.
	5) Enrichment activities complement and enhance academic performance, achievement, preparation and development	Clear description of planned enrichment opportunities that will complement and enhance students' academic performance, and achievement, and postsecondary and workforce preparation, and positive youth development.	Somewhat clear description of planned enrichment opportunities that will complement and enhance students' academic performance, and achievement, and postsecondary and workforce preparation, and positive youth development.	Vague or incomplete description of enrichment opportunities, or how they complement and/or enhance, students' academic performance, and achievement, and postsecondary and workforce preparation, and positive youth development.

2B. ENRICHMENT PROGRAMMING: (30 is the highest score possible.)

The applicant clearly describes: 1) relevant data (quantitative and qualitative) from multiple sources that objectively and effectively demonstrate the enrichment needs of identified students; 2) the overall enrichment program design that aligns with student needs; 3) how the enrichment goals, objectives, and outcomes illustrate the program theory of change; 4) the student success measures aligned to the goals and objectives; 5) planned enrichment opportunities that will complement **and** enhance students' academic performance, **and** achievement, **and** postsecondary and workforce preparation, **and** positive youth development.; and 6) how the lead organization/agency will partner with community organizations/agencies to provide high-quality enrichment opportunities.

6) Collaboration to ensure high-quality enrichment learning opportunities	Detailed plan (including timeline) of how the lead organization/agency will partner with community organizations/agencies to provide high-quality enrichment opportunities.	General plan as to how the lead organization/agency will partner with community organizations/agencies to provide high-quality enrichment opportunities.	Vague or ill-defined plan as to how the lead organization/agency will partner with community organizations/agencies to provide enrichment opportunities.
---	---	--	--

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

30	29	28	27	26	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
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---

This space is provided to record your notes on this section.

2.C FAMILY ENGAGEMENT: *(30 is the highest possible score.)*

The applicant provides detailed description of: 1) relevant data (quantitative and qualitative) from multiple sources that objectively and effectively demonstrate the family engagement needs of identified students; 2) the overall program design that aligns with needs of families of identified students; 3) how the family engagement goals, objectives, and outcomes illustrate the program theory of change; 4) how family engagement workshops meet identified program requirements; 5) how success measures align with the program's proposed family engagement goals and objectives; and 6) how family outreach efforts will positively impact proposed enrollment of identified students, and persistent student attendance, and active family engagement.

7) Dimensions		Leading (30-21 points)	Developing (20-9 points)	Lacking (8-1 points)
1) Use of data to demonstrate needs of families of identified students.		Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the academic needs of identified students.	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the academic needs of identified students.	Vague or confusing summary of the academic needs of students the program proposes to serve.
2) Program design aligns with the needs of families of identified students.		Clear summary of the overall program design and how it aligns with the identified needs of the identified students.	Somewhat clear summary of the overall program design, with only general alignment to the needs of the identified students.	Vague or incomplete summary of the program design with little or no alignment to the needs of the identified students.
3) Family engagement goals, objectives, and outcomes are aligned with identified family needs		Clear and convincing description of family engagement goals, objectives, and outcomes that demonstrate how ongoing family engagement aligns with families' needs to support their student's academic success.	Somewhat clear family engagement goals, objectives, and outcomes that demonstrate how ongoing family engagement aligns with families' needs to support their student's academic success.	Vague or incomplete family engagement goals, objectives and/or outcomes. May also lack a focus on family support for the academic success of students and/or alignment to identified needs.
4) Family workshops meet identified program requirements		Clear plan of how the three required family workshops inform and engage families in such a way as to promote changes in family and student behaviors. The plan should include: 1) research base for workshop content, and 2) recruitment strategies, and 3) engagement strategies, and 4) timeline.	Somewhat clear plan of how the three required family workshops inform and engage families in such a way as to promote changes in family and student behaviors. The plan should include: 1) research base for workshop content, and 2) recruitment strategies, and 3) engagement strategies, and 4) timeline.	Brief or incomplete plan of how the three required workshops inform and/or engage families in such a way as to promote changes in family and student behaviors. Details of content research base and/or recruitment strategies, and/or engagement strategies, and/or timeline may be incomplete missing.
5) Family Engagement Outcome Measures		Clear and specific articulation of success measures aligned with the program's proposed family engagement goals and objectives (including at least one family attendance or participation measure and family engagement outcome measure); and how family	Somewhat clear summary of success measures aligned with the program's proposed family engagement goals and objectives (including at least one family attendance or participation measure and family engagement outcome measure); and	Vague or misaligned description of the program's proposed family engagement measures and/or little to no information about how family engagement data will be used for continuous program improvement.

2.C FAMILY ENGAGEMENT: *(30 is the highest possible score.)*

The applicant provides detailed description of: 1) relevant data (quantitative and qualitative) from multiple sources that objectively and effectively demonstrate the family engagement needs of identified students; 2) the overall program design that aligns with needs of families of identified students; 3) how the family engagement goals, objectives, and outcomes illustrate the program theory of change; 4) how family engagement workshops meet identified program requirements; 5) how success measures align with the program’s proposed family engagement goals and objectives; and 6) how family outreach efforts will positively impact proposed enrollment of identified students, and persistent student attendance, and active family engagement.

		engagement data of various types will be collected and analyzed; and how family engagement data will be used to ensure ongoing, continuous program improvement.	how family engagement data of various types will be collected and analyzed; and how family engagement data will be used to ensure ongoing, continuous program improvement.	
6) Family outreach for student recruitment, and attendance,		Detailed description of family outreach efforts that will positively impact proposed enrollment of identified students, and persistent student attendance, and active family engagement (e.g., required workshops, family events).	General description of family outreach efforts that will positively impact proposed enrollment of identified students, persistent student attendance, and active family engagement (e.g., required workshops, family events).	Brief or incomplete description of family outreach efforts related to enrollment of identified students, persistent student attendance, and/or active family engagement (e.g., required workshops, family events).

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

	30	29	28	27	26	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
--	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---

This space is provided to record your notes on this section.

3. STUDENT ACADEMIC & ENRICHMENT PROGRAM SCHEDULE NARRATIVE: (5 is the highest score possible.)

The applicant provides a clearly detailed schedule narrative of the student academic and enrichment schedule(s) that reflects

Academic year and summer programming (if applicable). The narrative must include: 1) number of students served; grade levels served; start and end dates (programs must start by October 15th each year) for academic year; and (if applicable) summer programming; daily start and end times; total hours per week for required academic year and (if applicable) summer programming; and list of program sites.

Dimensions		Leading (5 points)	Developing (4-2 points)		Lacking (1 point)
Applicant provides:	1) Student academic and enrichment weekly schedule(s)	Clear and complete description of the overall schedule of academic and enrichment activities that accurately aligns with the sample schedule uploaded in Required Documents.	Somewhat clear or partially complete description of the overall schedule of academic and enrichment activities that generally aligns with the sample schedule uploaded in Required Documents.		Unclear or incomplete description of the overall schedule of academic and enrichment activities and/or does not align with the sample schedule uploaded in Required Documents.

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

	5	4	3	2	1
--	---	---	---	---	---

This space is provided to record your notes on this section.

--

4A. PROJECT ADMINISTRATION: (25 is the highest score possible.)

The applicant describes clear plans for managing the program, including: 1) operating the program with well-qualified staff; 2) ensuring staff recruitment and retention; 3) providing professional development/training that is aligned to program goals to ensure students receive quality academic and enrichment learning opportunities; 4) conducting accessible community outreach efforts; and 5) ensuring students are transported safely to and from 21st CCLC site(s).

Dimensions	Leading (25-18 points)	Developing (17-9 points)	Lacking (8-1 points)
1) Plan to operate the program with well-qualified staff	Detailed staffing plan that describes key personnel and volunteer roles (if applicable), staffing structure, qualifications, responsibilities, time commitments, and staffing levels needed to implement the program effectively.	General description of staffing plan that describes most key personnel and volunteer roles (if applicable), staffing structure, qualifications, responsibilities, and staffing levels.	Vague or incomplete staffing plan. Key information regarding staffing structure, qualifications, responsibilities, or leadership is missing.
2) Staff recruitment and retention plan	Detailed plan for recruiting and retaining leadership, instructional, support staff, and volunteers (if applicable) that supports appropriate staff-to-student ratios and effective program implementation.	General description of plan for recruiting and retaining leadership, instructional, support staff, and volunteers (if applicable) that addresses staffing needs for program implementation.	Vague or incomplete plan for recruiting and/or retaining staff and volunteers.
3) Professional development/training for staff & volunteers	Detailed professional development plan that aligns with program goals and describes training topics, trainer qualifications, and processes for applying learning to program implementation.	General description of professional development plan that addresses staff and volunteer training and its connection to program implementation but lacks key details.	Vague or incomplete professional development plan for staff and volunteers.
4) Accessible community outreach and dissemination efforts	Detailed plan for informing students, families, and the community about the program using accessible and inclusive communication strategies that address diverse language and accessibility needs.	General description of plan for informing students, families, and the community about the program using accessible communication methods.	Vague or incomplete plan for informing students, families, and the community about the program.
5) Student transportation	Detailed and convincing description of how participating students will be transported safely and reliably to and from the 21st CCLC site(s), including transportation procedures and supports.	General description of how participating students will be transported safely to and from the 21st CCLC site(s).	Vague or confusing description of how participating students will be transported safely to and from the 21st CCLC site(s).

4A. PROJECT ADMINISTRATION: (25 is the highest score possible.)

The applicant describes clear plans for managing the program, including: 1) operating the program with well-qualified staff; 2) ensuring staff recruitment and retention; 3) providing professional development/training that is aligned to program goals to ensure students receive quality academic and enrichment learning opportunities; 4) conducting accessible community outreach efforts; and 5) ensuring students are transported safely to and from 21st CCLC site(s).

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

	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
--	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---

This space provided to record your notes on this section.

4B. CAPACITY TO IMPLEMENT AND SUSTAIN: (20 is the highest score possible.)

The applicant clearly describes the organization's/agency's: 1) past experience/success or capacity to provide high-quality academic, enrichment, and family engagement activities and services; 2) ability to leverage school and community-based resources (intended collaborations and partnerships) to enhance proposed services); 3) approach to funding sustainability after the grant ends; and 4) capacity to implement proposed data collection plan and for completing required reporting.

Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)																	
Applicant provides:	1) Prior success or capacity to provide proposed academic and enrichment activities and/or services	Detailed and convincing evidence, including qualitative and quantitative data, of past success in implementing similar services and/or demonstrated capacity of the lead organization and partners to deliver high-quality academic and enrichment activities. Evidence reflects measurable, positive outcomes.	General or somewhat convincing evidence, including qualitative and/or quantitative data, of past success in implementing similar services and/or demonstrated capacity of the lead organization and partners to deliver academic and enrichment activities.	Limited, unclear, or missing evidence of past success or organizational capacity to deliver high-quality academic and enrichment activities and services.																	
	2) Leveraging school and community-based resources	Detailed description of how school and community-based resources, including partner roles, will be leveraged to support rapid startup and strong implementation of proposed activities and services.	General description of how school and community-based resources will be leveraged to support implementation of proposed activities and services, but with limited detail regarding startup or implementation readiness.	Vague or ill-defined description of school and community-based resources, partner roles, or their contribution to program implementation.																	
	3) Plan for seeking support to sustain the program beyond the grant	Detailed and convincing approach for increasing community support and securing funding to sustain the program beyond the grant period.	General plan for increasing community support and securing funding beyond the grant period.	Vague or confusing description for increasing community support or securing funding beyond the grant period.																	
	4) Organizational capacity to implement proposed data collection plan and for completing required reporting	Detailed description of organizational capacity, including internal and/or external resources, to implement the proposed data collection plan and complete the required reporting.	General or somewhat clear description of organizational capacity to implement the proposed data collection plan and complete required reporting.	Limited, unclear, or missing description of organizational capacity to implement the proposed data collection plan or complete required reporting.																	
Circle your score for Capacity to Implement, Partner, and Sustain. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.																					
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
This space is provided to record your notes on this section.																					

--

4C. BUDGET NARRATIVE AND ALIGNMENT: (15 is the highest score possible.)

The applicant provides a detailed budget narrative that demonstrates that costs: 1) are aligned with proposed programming and administrative functions; 2) are reasonable and necessary given the scope and size of the proposed program; and 3) leverage resources that support implementation and long-term sustainability.

Dimensions		Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
a) Budget Alignment		Detailed budget narrative that clearly aligns costs to the full program model, including academic programming, enrichment programming, family engagement, project administration, evaluation, staffing, facilities, transportation, materials, and partner services, as applicable.	Budget narrative that generally aligns most costs to proposed programming and administrative functions, but some connections lack detail or clarity.	Incomplete, unclear, or limited budget narrative that does not adequately explain how costs support proposed programming and administrative functions.
	b) Reasonableness and Necessity of Costs	Clearly demonstrates that proposed costs are reasonable and necessary for the program design, scope, and number of students served. Includes a clear rationale for major expenditures and identifies the average cost per student expenditure.	Generally demonstrates that most costs are reasonable and necessary for the proposed program. Includes some discussion of cost rationale and/or average cost per student expenditure, but details may be limited.	Does not adequately demonstrate that costs are reasonable and necessary. Cost justification is incomplete, unclear, or raises concerns regarding appropriateness, scope, or efficiency of expenditures.
c) Resource Leveraging		Clearly identifies and describes partner contributions, braided funding, in-kind resources, or other funding sources that support implementation and long-term sustainability. Explains how these resources complement the proposed budget.	Identifies some partner contributions, braided funding, in-kind resources, or other funding sources, but the relationship to implementation or sustainability is only partially explained.	Provides little or no information regarding partner contributions, braided funding, in-kind resources, or sustainability planning.

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

15	14	13	12	11	10	8	9	7	6	5	4	3	2	1
----	----	----	----	----	----	---	---	---	---	---	---	---	---	---

This space is provided to record your notes on this section.

--

5. INTEGRATED PROGRAM MODEL (All) (15 is the highest score possible.)

Applicant provides a proposal that, as a whole, is coherent, aligned, and well-supported out-of-school-time program in which academic programming, enrichment activities, family engagement, and program operations work together to improve student success, attendance, positive youth development, and family partnership.

Dimensions		Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
A p p l i c a n t p r o v i d e s :	1) Program integration and alignment	Clear, cohesive program where academic, enrichment, family engagement, and summer services (if applicable) reinforce one another and support shared goals for student success.	Components are generally aligned , but connections among program elements or goals are inconsistently described.	Program components appear disconnected , with limited alignment to identified needs or goals.
	2) Operational Support and Implementation	Clearly explains how schedule, staffing, administration, transportation, budget, partners, and resources support successful implementation of the integrated program model.	Describes some operational supports, but connections to implementation are incomplete or lack detail.	Provides limited or unclear information about how operations support program implementation.
	3) Need, Impact, and Continuous Improvement	Makes a compelling case for need, measurable student success, and continuous improvement through use of data across program and operational areas.	Presents a general rationale for need and success, with limited explanation of data use or improvement processes.	Provides limited evidence of need, expected impact, or use of data to improve outcomes.

Circle your score for Overall Proposal Alignment. No individual text box. Score for overall alignment across all narrative sections.

	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
--	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---

This space is provided to record your notes on this section.

Appendix C: Appeals Process

The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015.

The North Carolina Department of Public Instruction is responsible for the administration and supervision of the 21st CCLC program. One aspect of the administration of the program is to ensure that funds are awarded to eligible entities on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203(a)(4)). The department follows a four-step process for reviewing and awarding applications:

1. Initial screening phase for application completeness by the North Carolina Department of Public Instruction (NCDPI) staff who are familiar with the programs and activities requirements under Title IV, Part B, review all applications for completeness and applicant eligibility (ESSA, Sec. 4201(b)(5)(A)).
2. "Level I" peer-review phase conducted by a contracted third-party agent that selects, trains, and oversees external peer reviewers in reviewing and rating the applications based on an established scoring rubric to determine the extent to which the applications meet the application requirements (ESSA, Sec. 4201(b)(5)(C)).
3. "Level II" review by NCDPI to determine eligibility/assignment of "priority points" based on pre-determined criteria defined in the RFP as well as confirmation of "technical deductions"
4. "Level III" approval phase, also conducted by NCDPI, which ensures final approval by the North Carolina State Board of Education.

Award recommendations are made by the Office of Federal Programs leadership based on the final scores arrived at using the scoring rubric to ascertain the merit of each application along with the technical quality and priority point eligibility checks to determine a final score ranking.

The department's role is to facilitate the review process in accordance with state and federal statutes and regulations.

Appeals Eligibility

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), 34 C.F.R. § 76.783 and 20 U.S.C. 1231b-2. Specifically, the applicant or recipient must allege that NCDPI violated State or Federal law, rules, regulations, or guidelines in:

1. disapproving or failing to approve its application or program in whole or part,
2. failing to provide funds in amounts in accord with the requirements of laws and regulations,
3. ordering, in accordance with a final State audit resolution determination, the repayment of misspent or misapplied Federal funds, or
4. terminating further assistance for an approved program.

Appeals are limited to the grounds that the department failed to correctly apply the standards and process for reviewing the applications as specified in the Request for Proposal and supporting documents. No other grounds for appeal will be accepted or considered.

Appeals based on a disagreement with the professional judgment of the peer reviewers will not be considered. Peer reviewers are non-department employees recruited based on background and expertise in providing effective academic, enrichment, youth development, and related services to children (ESSA, Sec. 4201(b)(5)(B(i))).

Appeals Process

To request a hearing, the appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought within 30 days of the NCDPI's action (e.g., notification of any action under 1 through 4 above). The request must have an original signature of the authorized agent who signed the application, if available. If that individual is not available, the request must have the original signature of another individual who is authorized to sign official documents.

An original and two copies of the request for a hearing must be submitted by one of the following methods:

1. Certified mailed with a return receipt required (within 30 days based on the postmark) to:

Mailing Address:

Alex Charles, Senior Director
Office of Federal Programs
North Carolina Department of Public Instruction
Mail Service Center 6307
Raleigh, NC 27699

2. Hand-delivered to:

Physical Address:

Alex Charles, Senior Director
Office of Federal Programs
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27699

Within 30 days of receiving the hearing request, NCDPI will hold a hearing on the record to review its action. Pursuant to *In re Appeal of Clovis Unified School District*,¹ the applicant or recipient will receive notice of the hearing and have the opportunity to participate and be represented by counsel.

The hearing will be conducted by an impartial hearing officer. During the hearing, the parties will have the opportunity to present and challenge evidence in an orderly fashion before an impartial decision maker. No later than 10 days after the hearing, the hearing officer, as the impartial decision maker, will issue a written ruling to NCDPI including findings of fact and reasons for the ruling. The parties may waive these deadlines by mutual consent in writing.

The written ruling will be reviewed by the Business Operations Committee for the NC State Board of Education. This committee will make a recommendation to the full board for review and final approval. NCDPI will rescind its action if it determines the action conflicts with Federal or State laws and regulations governing the applicable program. If after review, NCDPI does not rescind its action, the applicant or recipient may appeal to the Secretary of the U.S. Department of Education within 20 days of being notified of the result.
