

# Request for Proposals 2025-2028

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## 21<sup>st</sup> Century Community Learning Centers

Due Date: 12:00 p.m. NOON EDT, February 18, 2025

*The North Carolina Department of Public Instruction (NCDPI) is pleased to announce the 21<sup>st</sup> Century Community Learning Centers (CCLC) 2025-2028 Cohort 18 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 before beginning their proposal. Please consider all requirements for eligibility, assurances, funding methods, disqualification, and data collection and reporting before submitting a proposal.*



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<b>TENTATIVE TIMELINE - (NOTE: Dates are subject to change.)</b>	
<b>January 15<sup>th</sup> and 16<sup>th</sup>, 2025</b>	<u>Technical Assistance (TA) Webinars</u> January 15 <sup>th</sup> – Virtual TA Webinar Day 1 (10am-12 noon) <a href="#">Registration Link</a> <a href="#">RFP Cohort 18 Day 1 TA Webinar Link</a> January 16 <sup>th</sup> – Virtual TA Webinar Day 2 (10am-12 noon) <a href="#">Registration Link</a> <a href="#">RFP Cohort 18 Day 2 TA Webinar Link</a>
<b>Can be accessed online at any time</b>	<u>CCIP Virtual New Users Training</u> Password for Training kSZGyiv4 <a href="#">CCIP New Users Training Link</a>
<b>January 13, 2025</b>	Application opens in CCIP
<b>February 18, 2025</b>	Applications Due – Application submitted through CCIP and time stamped by 12:00 p.m. NOON Eastern Standard Time. Applications must at least be at 'Draft Completed' to be considered for review and/or evaluation.
<b>February-April</b>	Level I, II, and III Reviews
<b>May 1, 2025</b>	<u>SBE Meeting</u> – Anticipated meeting for new grant recommendations for SBE review and approval as Action on First Reading.
<b>May 5, 2025</b>	<u>Notifications to Approved/Not Approved Applicants</u> – Applicants notified of approval or non-approval.
<b>May 15, 2025</b>	<u>Virtual Initial Onboarding for Summer ONLY awardees</u> <a href="#">Summer Only Onboarding Cohort 18 Webinar Registration</a>
<b>May 16, 2025</b>	CCIP opens for Summer ONLY awardees for Related Documents and 208 Form Uploads at 8 a.m.
<b>June 20, 2025</b>	CCIP Related Documents and 208 Form Uploads due for Summer Only awardees to be considered on time for NCDPI Programmatic Risk Assessment

2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program

<b>July 29, 2025</b>	<u>In person Onboarding for ALL awardees</u> at Foundations Conference- Location TBA 9am 4pm
<b>August 4, 2025</b>	CCIP opens for Academic School Year awardees for Related Documents and 208 Form Uploads at 8 a.m.
<b>September 5, 2025</b>	CCIP Related Documents and 208 Form Uploads due for Academic School Year awardees to be considered on time for NCDPI Programmatic Risk Assessment

## PART 1: GENERAL INFORMATION

### Background of the 21<sup>st</sup> Century Community Learning Centers (CCLC)

The 21<sup>st</sup> 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, 21<sup>st</sup> 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. Generally, a new competition is offered once every three years in North Carolina. 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 [21<sup>st</sup> CCLC web page](#) for additional information as it becomes available.

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 21<sup>st</sup> CCLC funds may, but are not required, to support ELP activities. At this time, the North Carolina 21<sup>st</sup> 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.

In September 2024, USED updated its 21<sup>st</sup> CCLC Non-Regulatory Guidance document. The updated guidance supersedes USED's guidance titled *21<sup>st</sup> Century Community Learning Centers, Non-Regulatory Guidance: February, 2003*. NCDPI has utilized USED's guidance titled *Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Program, Non-Regulatory Guidance: September 2024*, to inform the Cohort 18 RFP. NCDPI will outline to subgrantees how any applicable federal changes impact the state-level guidance provided in this RFP during on-boarding, as well as during other related webinars and technical assistance offerings.

## Purpose of the Grant

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, the purpose of the grant is to provide federal funds to establish or expand community learning centers that operate during out-of-school time (OST) hours with three specific purposes:

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 21<sup>st</sup> 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. These services can include but are not limited to tutoring and mentoring, homework assistance, academic enrichment (such as small group reading circles, math manipulatives, or hands-on science or technology programs). Activities need to be engaging as well as effective to ensure active student participation.

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 and to engage students in quality enrichment opportunities. For students who have not been successful in the regular day school, more of the same is not likely to produce success. In general, enrichment activities are multi-disciplinary whereby the student must use academic skills from multiple subject areas learned during the school day. Enrichment activities should also broaden students' experiences by including the arts, recreation, health, and cultural activities.

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

21<sup>st</sup> 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 21<sup>st</sup> CCLC programs facilitate family engagement opportunities designed to support a child's academic and social development that are complementary and more frequent than have been traditionally offered by the regular school day program.

## Program Design Overview

According to USED (September 2024), a community learning center is an entity that assists students in meeting challenging State academic standards by providing students with academic enrichment activities and a broad array of other activities during non-school hours or periods when school is not in session (such as before and after school, weekends, summer, or during school breaks) that clearly describe:

- overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted students
- 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).

An eligible applicant should consider the whole child, including students' mental, physical, social, and emotional well-being, when designing the application.

For the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> 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, 2025, for the 2025-2026 school year), or
2. Academic Year Program and Summer Program (programming begins by October 15, 2025, for the 2025-2026 school year) or
3. Summer Program Only (programming begins after the 2024-2025 school year), An applicant can only propose to implement **one** type of program design format. Furthermore, the applicant must propose implementing the desired program design format for **the three-year grant cycle**. Additional information outlining each program design format's requirements is listed in the following sections.

**Implementation Timelines**

The 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program's grant cycle start, and end dates will correspond to the option chosen by the applicant from the abovementioned list.

<b><u>Option 1 Cohort 18 Academic Year Program Only Grant Cycle</u></b> <b>July 1, 2025 – September 30, 2028</b>		
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
21 <sup>st</sup> CCLC Academic Year Program begins with the <b>start</b> of the <b>2025-2026 school year</b> .  All 21 <sup>st</sup> CCLC Academic Year Programs must start on or before Oct. 15, 2025.	21 <sup>st</sup> CCLC Academic Year Program begins with the <b>start</b> of the 2026-2027 school year.  All 21 <sup>st</sup> CCLC Academic Year Programs must start on or before Oct. 15, 2026.	21 <sup>st</sup> CCLC Academic Year Program begins with the <b>start</b> of the 2027-2028 school year.  All 21 <sup>st</sup> CCLC Academic Year Programs must start on or before Oct. 15, 2027.

<b><u>Option 2: Cohort 18 Academic Year Program &amp; Summer Program Grant Cycle</u></b> <b>July 1, 2025 – September 30, 2028</b>			
<b>Program Type</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Academic Year</b>	21 <sup>st</sup> CCLC Academic Year Program begins with the <b>start</b> of the 2025-2026 school year.  All 21 <sup>st</sup> CCLC Academic Year Programs must start on or before Oct. 15, 2025.	21 <sup>st</sup> CCLC Academic Year Program begins with the <b>start</b> of the 2026-2027 school year.  All 21 <sup>st</sup> CCLC Academic Year Programs must start on or before Oct. 15, 2026.	21 <sup>st</sup> CCLC Academic Year Program begins with the <b>start</b> of the 2027-2028 school year.  All 21 <sup>st</sup> CCLC Academic Year Programs must start on or before Oct. 15, 2027.
<b>Summer</b>	The 21 <sup>st</sup> CCLC Summer Programs associated with an Academic Year Program must begin after the 2025-2026 school year.	The 21 <sup>st</sup> CCLC Summer Programs associated with an Academic Year Program must begin after the 2026-2027 school year.	The 21 <sup>st</sup> CCLC Summer Programs associated with an Academic Year Program must begin after the 2027-2028 school year.
	Each year, all 21 <sup>st</sup> CCLC Summer Programs must meet program design format requirements and end before the start of the upcoming school year.		

<b><u>Option 3: Cohort 18 Summer Program ONLY Grant Cycle</u></b> <b>June 1, 2025 – September 30, 2027</b>		
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
The 21 <sup>st</sup> CCLC Summer Only Programs can begin after the <b>2024-2025</b> school year has ended.  All 21 <sup>st</sup> CCLC Summer Only Programs must meet program design format requirements and end before the start of the upcoming school year.	The 21 <sup>st</sup> CCLC Summer Only Programs can begin after the <b>2025-2026</b> school year has ended.  All 21 <sup>st</sup> CCLC Summer Only Programs must meet program design format requirements and end before the start of the upcoming school year.	The 21 <sup>st</sup> CCLC Summer Only Programs can begin after the <b>2026-2027</b> school year has ended.  All 21 <sup>st</sup> 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 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Grant Programs must be fully operational and serving students by **October 15<sup>th</sup> each year** during the three (3) year grant cycle. Awarded programs that do not meet the October 15<sup>th</sup> deadline may be subject to funding reductions by NCDPI.

**Academic Year Programs**

For the purposes of this grant, NCDPI defines academic year out-of-school time hours as before the start of the school day, after the school day ends, during school breaks/closures or on weekends based on proposed feeder school(s) approved academic year calendar(s). The academic year program design requirements apply to the following program design formats: Option 1: Academic Year Program Only and Option 2: Academic Year Program & Summer Program.

**Enrollment and Dosage Minimum Requirements**

In the state of North Carolina, all proposed academic year 21<sup>st</sup> 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.<sup>1</sup>

Each enrolled student must be given the opportunity to attend all scheduled activities offered during 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC Programs. During the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program, all awarded applicants will be required to design their proposed academic year programs to align with the NCDPI 21<sup>st</sup> CCLC statewide goals. Additionally, awarded applicants will be required to collect and report outcome data as it relates to the statewide goals. The 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program Performance Goals and Objectives can be found in Appendix A.

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<sup>1</sup> 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 21<sup>st</sup> 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 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant applicants must propose to offer academic year services in core academic areas, enrichment, and family engagement in the following ways:

### **Core Academic Areas**

All proposed academic year 21<sup>st</sup> CCLC centers must provide annual services during the academic year that meet the following criteria<sup>1</sup>:

1. Offer activities in at least two (2) of the core academic areas listed below,
2. Provide the selected activities at least 2 times per week,
3. Ensure each selected activity totals at least 2 hours per week, and
4. Offer the above required dosage of selected activities for each grade span served (i.e., PreK, K-5, 6-8, 9- 12).

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 plans;
  - Math programming aligned with feeder district(s)/school(s) annual math support plans;
  - Science programming aligned with NCDPI's [2023 K-12 Science Standards](#).

### **Enrichment**

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

1. Offer selected activities in at least two (2) of the core enrichment areas listed below,
2. Provide the selected activities at least 2 times per week,
3. Ensure each selected activity totals at least 2 hours per week, and

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<sup>1</sup> NCDPI will consider flexing the dosage requirements if an applicant provides an evidence-based justification and demonstrates how their proposed adjustment will align with NCDPI's Statewide Performance Goals.

4. Offer the above required dosage of selected activities for each grade span served (i.e., PreK, K-5, 6-8, 9- 12).

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 outlined in Table 1 ([Appendix A](#)).
  - 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 NCDPI's [Arts Standard Course of Study](#)
  - Workforce Development programming utilizing age-appropriate implementation methods outlined in Table 1 (Appendix A) and aligned to the [NCDPI CTE Essential Standards](#) (Grades 5-12 only).
  - Physical Education programming aligned with [NCDPI K-12 Physical Education Essential Standards](#)
  - Health Education programming aligned with [NCDPI K-12 Health Education Essential Standards](#)
  - STEM programming aligned with the NCDPI adopted [Digital Learning \(K-12\)](#).

### **Family Engagement**

All subgrantees proposing to offer academic year programs must offer annual family engagement services during the academic year that meet the following requirements:

- Overall 21<sup>st</sup> CCLC family engagement plan is aligned with feeder district(s)/school(s) family engagement plans, and
- 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.

### **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.<sup>2</sup> 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 to be 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 2025-2028 NCDPI Cohort 18 21<sup>st</sup> 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
- or
- (2) Operate a summer program in addition to an academic year program (Option 2: Academic Year & Summer Program).
- (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 21<sup>st</sup> 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.

The 2025-2028 NCDPI Cohort 18 21<sup>st</sup> 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

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<sup>2</sup> 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>

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 criteria<sup>3</sup>:

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 adhere to the 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**

Research has shown that students participating in intentional summer intensive programs have fewer discipline problems, increased self-esteem, improved motivation to learn, and reduced drop-out rates.<sup>4</sup>

NCDPI defines summer intensive programs as comprehensive, consecutive 2–3-week targeted interventions designed to eliminate skills gaps, accelerate learning, ease the social transition, and/or prepare participating students for success in the upcoming school year.<sup>5</sup>

For the purposes of the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> 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).
    - 5<sup>th</sup> grade to 6<sup>th</sup> grade transition for rising 6<sup>th</sup> grade students.

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

<sup>4</sup> Baker-Wright, T., Maldonado, C. (2019). A career-oriented summer: Planning your summer bridge program. *Jobs for the Future*. <https://archive.iff.org/resources/planning-summer-bridge/>

<sup>5</sup> 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>

- 8<sup>th</sup> to 9<sup>th</sup> grade transition for rising 9<sup>th</sup> 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).
  - Applicants must demonstrate how the program design will align to evidence-based, best practices for the allowable focus area(s).
    - Resources regarding best practices in program design and implementation for the allowable summer intensive program focus areas can be found in Appendix C.
3. Student Participation:
- Serve the same group of students per focus area throughout the entire intensive program each summer.

### **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 for supporting students' academic needs, including literacy and related educational development.

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

#### **NOTE:**

Applications for summer learning programs that do not adhere to the specified requirements for the selected program design format will be ineligible for funding consideration for that portion of programming.

## 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 an LEA/PSU a CBO, FBO and other public or private organizations, if appropriate. If the local applicant is another public or private organization (e.g., an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.

### **Fiscal Agent Responsibilities and Competition Restrictions**

#### *Fiscal Agent*

An organization or individual serving as a Fiscal Agent is limited to submitting **one** application per 21<sup>st</sup> CCLC grant competition. The designated Fiscal Agent has the exclusive signatory authority for the 21<sup>st</sup> CCLC grant they are serving. The Fiscal Agent (or authorized signing signatory) 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC Award Recipients**

Prior NCDPI 21<sup>st</sup> CCLC award recipients can apply for the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program if they meet eligibility requirements and are deemed in Good Standing (see below). Additionally, prior 21<sup>st</sup> CCLC program performance will be considered during the 2025-2028 competition. Prior 21<sup>st</sup> CCLC award recipients will be required to describe previous experience and successes administering and implementing a 21<sup>st</sup> CCLC grant program, including successful completion of grant goals and objectives and lessons learned based on their most recently awarded 21<sup>st</sup> CCLC grant.

### **Cohort 17 Subgrantees**

Cohort 17 subgrantees can also apply for the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> 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 17 21<sup>st</sup> CCLC project.

To be considered for a Cohort 18 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 17 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 in good standing with NCDPI to receive a 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant award through this RFP.

To be in Good Standing, all applicants must:

- have resolved all program and/or fiscal monitoring review findings or questioned costs at the time the application is due;
- have resolved fiscal findings from the previous five (5) fiscal years by the Office of the State Auditor (OSA) at the time the application is due;

And, if applicable, organizations previously and/or currently receiving **21<sup>st</sup> CCLC funding for Cohort 15, 16, and/or 17** must not have scored ‘high’ risk for more than one (1) year of the grant cycle on either the annual programmatic and/or fiscal 21<sup>st</sup> CCLC risk assessment.

Additionally, any previous or current 21<sup>st</sup> CCLC subgrantees terminated by NCDPI are considered not in Good Standing and are not eligible to reapply for two (2) consecutive 21<sup>st</sup> CCLC standard three (3) year cohort grant competitions from the effective date of termination.

Good Standing is applied at both the subgrantee and fiscal agent levels. If the applicant 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.

If the applicant organization and its associated fiscal agent are deemed Not in Good Standing by the NCDPI Office of Federal Programs at any point during this grant’s 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 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Grant Program must meet federal 21<sup>st</sup> CCLC eligibility requirements.<sup>6</sup>

K-12 students who will be enrolled for the 2025-2026 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 12<sup>th</sup> grade are eligible to participate in 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Grant programs. Additionally, PreK students who are at least 4 years old by on or before August 31<sup>st</sup> and are enrolled in public PreK programs (i.e., NC-PreK, Title I PreK, Exceptional Children, and/or Head Start) administered by LEA/PSUs are eligible to participate in 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Grant Programs.

#### **NOTE:**

Only LEA/PSUs are eligible to apply for funding to implement 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Grant Programs intended to serve PreK students. All proposed 2025-2028 NC Cohort 18 21<sup>st</sup> 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 PreK funding are not currently eligible to apply for 21<sup>st</sup> CCLC funds.

### **Program Fees**

The intent of the 21<sup>st</sup> 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 21<sup>st</sup> 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.

Programs found to be collecting fees for student participation in North Carolina 21<sup>st</sup> CCLC programs or that deny

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<sup>6</sup> <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-guidance-on-student-eligibility-2020-2021.pdf>

student access to North Carolina 21<sup>st</sup> CCLC programs because of inability to contribute to the program's costs will be ineligible for 21<sup>st</sup> CCLC funds or continuation of 21<sup>st</sup> CCLC funds and may be required to repay funds received through 21<sup>st</sup> CCLC grants to NCDPI.

## Priority for Awards

### **NOTE:**

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

### **Absolute Priority**

Under Section 4203 of the ESEA, the State must give priority to applications proposing to primarily serve students who attend schools eligible for Title I, Part A schoolwide programs. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

### **Competitive Priorities**

#### **Federal Competitive Priorities**

Section 4204(i) of the ESEA includes (3) priorities the State must consider in reviewing applications for the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program:

#### **Special Populations (up to 4 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 Special Populations 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)**
  1. Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools (2 points);  
or
  2. Propose to serve a combination of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools (1 points) [CSI/TSI 2023-2024 list](#)
- **Chronic Absenteeism – 2023 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 greater

rates of chronic absenteeism when compared to the State of North Carolina in 2022-2023 school year. Applicants can find this information using [North Carolina School Report Cards](#) data from 2023. The data should be included on the applicant's '21<sup>st</sup> CCLC Proposed Feeder Schools and Performance Status' required document template that will be uploaded in CCIP.

- **Short-Term Out-of-School Suspension or In-School Suspension – 2023 NC School Report Card Data for Proposed Feeder Schools (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 in 2022-2023 school year. Applicants can find this information using [North Carolina School Report Cards](#) data from 2023. The data should be included on the applicant's '21<sup>st</sup> CCLC Proposed Feeder Schools and Performance Status' required document template that will be uploaded in CCIP.

**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 21<sup>st</sup> 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 2025-2028 NCDPI Cohort 18 21<sup>st</sup> 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:<sup>7</sup>

1. The eligible LEA/PSU and at least one other eligible entity collaborated extensively in the planning and design of the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC program;
2. Each joint applicant organization has substantial roles to play in the delivery of services;

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<sup>7</sup> Nita M. Lowey 21st CCLC Non-Regulatory Guidance (September 2024). USED.

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 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.

#### **Expanded Access**

Applications will receive a 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):**

- **Unserved Counties (2 points)**  
Priority consideration shall be given to applications proposing to run 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Program site(s) in a county that has not hosted a 21<sup>st</sup> CCLC program site in the last three (3) grant cycles (i.e., Cohort 15, Cohort 16, Cohort 17). Applicants should refer to the [21<sup>st</sup> CCLC Cohort 18 Equitable Funding County](#) List to identify current unserved counties eligible for priority points.
- **Serving Rural Counties (up to 3 points)**  
The United States Department of Agriculture (USDA) [2023 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 2023 Rural-Urban Continuum Codes to determine county

ratings.

### **State-Level Competitive Priorities**

USED allows states to include additional priorities in its local 21<sup>st</sup> CCLC subgrant competition. For the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program, NCDPI will award competitive priority points to applications proposing to meet the following criteria:

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

Priority consideration shall be given to applicants proposing to serve a majority (at least 51%) of proposed feeder schools located in a distressed county based on the [NC Department of Commerce 2025 County Distress Rankings \(Tiers\)](#).

- Tier 3: 0 priority points
- Tier 2: 1 priority point
- Tier 1: 2 priority points

#### **Demonstrated use of braided funds to support program implementation (1 point)**

Applicants will receive priority consideration if they sufficiently demonstrate how federal, state, and local funds will be combined or coordinated (i.e., braided) for the most effective use of public resources. If an applicant plans to braid other local, state, or federal funding to support the 21<sup>st</sup> CCLC program throughout the duration of grant period, to receive this priority point, applicants must:

- Complete the “Braided Funds” section of the Total Cost Worksheet to demonstrate that braided funds from multiple sources will constitute at least 10% of the total budget;
- Complete and upload a Partners Table to CCIP; and
- Sign and upload the “Braided Funds with Partners Table Form” document to CCIP.

Partnerships that indicate in-kind donations or general support without financial backing for the program will not be considered for the priority point. Applicants applying for this priority point must propose to sustain braided funding through the entire grant cycle.

#### **Implement trauma-informed practices (1 point)**

Applicants will be given priority consideration if they propose to implement trauma-informed practices that meet an identified need of their intended participants. A trauma-informed approach incorporates recognition of the widespread impact of trauma and its signs and symptoms, appropriate responses, and active efforts to avoid re-traumatization. Resources from the Department’s National Center on Safe Supportive Learning Environments can be adapted for use in 21<sup>st</sup> CCLC programs.

To receive this priority point, applicants must complete the “Trauma-Informed Practices Assurances Form” document to attest to their capacity to hire and retain certified and qualified mental health professionals and/or partner with qualified mental health service providers employing certified mental health professionals to implement evidence-based trauma-informed practices throughout the duration of the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program.

## Funding Awards

For the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program, NCDPI may award:

- **At least two (2) 21<sup>st</sup> 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 two (2) eligible organizations in the SBE Region and following Level I and Level II reviews.
- **At least one (1) 21<sup>st</sup> 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 one (1) eligible organization 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. If funding is available, NCDPI will then recommend one (1) additional organization per region proposing to operate summer only programs 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 quality band, Excellent (123-145), Strong (100-122), or Average (76-99) to be considered for funding. Applications that fall into quality band Weak (55-75) or Unacceptable (54 or below) will not be considered for funding regardless of the SBE Region.

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

### NOTE:

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 September 30, 2025, may result in loss of 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 out-of-school-time program funding levels for this competition, NCDPI utilized resources from the Wallace Foundation and Afterschool Alliance to align with nationwide average costs for regular attendees in out-of-school-time programs.<sup>8</sup> Summer program funding ranges for the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program were determined using funding ranges from recent SBE-approved NCDPI 21<sup>st</sup> CCLC summer program competitions.

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 C), applicants will then 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 is either the sum of the requested funding for each proposed program **or** \$500,000, whichever is less. 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:

#### **50 Students:**

- Elementary School only, Middle School only, or Elementary School/Middle School

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<sup>8</sup> 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 21<sup>st</sup> CCLC program provided by the Afterschool Alliance’s [21<sup>st</sup> CCLC 2022 Overview report](#).

combination: \$50,000-\$180,000

- High School in combination with Elementary and/or Middle: \$50,000-\$225,000
- High School Only<sup>9</sup>: \$50,000-\$255,000

**51-75 Students:**

- Elementary School only, Middle School only, or Elementary School/Middle School combination: up to \$221,250
- High School in combination with Elementary and/or Middle: up to \$266,250
- High School Only: up to \$296,250

**76-100 Students:**

- Elementary School only, Middle School only, or Elementary School/Middle School combination: up to \$262,500
- High School in combination with Elementary and/or Middle: up to \$307,500
- High School Only: up to \$337,500

**101+ Students:**

- Elementary School only, Middle School only, or Elementary School/Middle School combination: up to \$303,750
- High School in combination with Elementary and/or Middle: up to \$348,750
- High School Only: up to \$378,750

**NOTE:**

The maximum allowable award amount for Academic Year Programs is \$378,750.

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

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<sup>9</sup> 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>



**NOTE:**

The maximum allowable award amount for Standard Summer Programs is \$250,000.

**Summer Intensive Program Funding Levels**

The ranges below are for a summer intensive program. 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 - \$50,000
- **50-75 students**: up to \$75,000
- **76-100 students**: up to \$120,000
- **101+ students**: up to \$150,000

**NOTE:**

The maximum allowable award amount for Summer Intensive Programs is \$150,000.

**Continuation of Funding Requirements**

Awarded 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grants may be continued for up to two additional years. Continuation awards are contingent upon the availability of federal funds and are based on the program's (a) ability to demonstrate compliance with state and federal laws, (b) progress toward fully implementing the approved program, and (c) progress toward local and statewide program goals, including enrollment and attendance goals.

To receive continued funding in Year 2 and Year 3 of the 21<sup>st</sup> CCLC grant cycle, awarded subgrantees must submit an annual non-competitive continuation grant application. The non-competitive continuation grant process requires awarded subgrantees to conduct an annual needs assessment and use the results of the assessment, as well as NCDPI monitoring and evaluation reports (if available) and other relevant data (e.g., attendance data, End of Year Outcomes Report, etc.) to propose specific improvement strategies designed to sustain and/or increase student outcomes as outlined in the statewide performance goals. If awarded priority points for joint application, braiding funds, or trauma-informed practices, subgrantees must also demonstrate how they will maintain these priority areas in the upcoming program year.

**NOTES:**

- Applicants who receive priority points for specific programmatic elements (such as joint applications, braided funding, or trauma-informed practices) are expected to maintain these elements throughout the entire grant cycle. Failure to uphold these commitments may result in the discontinuation of funding.
- Applicants must implement plans as approved during the award period. Significant changes to the program design without prior approval from the NCDPI Office of Federal Programs staff for programmatic amendments may result in delays or loss of funding during subsequent years of the continuation period.
- Subgrantee's continuation of funding may be terminated due to: failure to meet program goals, noncompliance with attendance and reporting requirements, insufficient fiscal documentation, and/or misuse of funds.

**Annual Award Funding Installments**

**Academic Year Programs**

Each subgrantee can be awarded funds for the academic year starting on July 1st of the initial year and ending on September 30th of the final fiscal year. 21<sup>st</sup> CCLC required academic year program funds are disbursed annually in three installments over the course of the academic year to qualifying subgrantees. 21<sup>st</sup> CCLC optional summer program funds are disbursed in a separate installment each year. When funds are allotted each year of the grant, subgrantees can access funds up to 27 months, except in year 3 when the grant ends on September 30, 2027. Any unspent funding installments remaining at the end of Year 3 will revert to the state.

During each annual grant cycle, if a subgrantee does not qualify to receive all funding installments, the entity may be required to file for a fund reduction. Any reduced funds will not be carried over to the next fiscal year.

**Qualifying for Annual Academic Year Program Funding Installments: Consistent Student Attendance**

Studies have shown that the more a student participates in afterschool programs, the more likely they are to show academic and social gains. To allow youth to take advantage of all that 21<sup>st</sup> CCLC programs offer, there must be steady attendance and access to programs over a significant period of time. 21<sup>st</sup> CCLC programs are not drop-in programs. Students are expected to participate in 21<sup>st</sup> CCLC programs on a regular basis. Awarded applicants are expected to recruit and provide continuous services designed to encourage full student and family participation in all 21<sup>st</sup> CCLC activities and long-term engagement over the three-year grant period.

NCDPI will closely monitor both student enrollment and average daily attendance (ADA) for academic year out-of-school-time programs to ensure awarded applicants are serving the number of anticipated students identified in the grant application, and to offer support and strategies to improve consistent attendance.

Upon approval of the awarded applicant's budget for each year of the grant award, required academic year program funds will be allotted as follows:

1. Initial installment equal to 34% of total academic program year award will be issued after NCDPI approval of required documentation and final budget;
2. Second installment equal to 34% of the total academic program year award if subgrantee has met at least 50% of its enrollment goal as stated in the SBE-approved application. Additionally, students must attend the program for **at least 45 hours** to be counted towards the second installment attendance goal.
3. Final installment equal to 32% of the total academic program year award if subgrantee has met at least 75% of its enrollment goal as stated in the SBE-approved application. Additionally, students must attend the program for **at least 90 hours** to be counted towards the third installment attendance goal.

Each year, if awarded subgrantees do not meet requirements for the second and/or third installment of the academic program year award, the awarded subgrantee will be required to forfeit the second and/or third installment or right-size their program for the remainder of the grant year. In addition, the subgrantee will be required to correctly size their program for the remainder of the three (3) year grant cycle.

### Summer Programs

Upon approval of the awarded applicant's budget for each year of the grant award, summer program funds for Standard Summer Programs and Summer Intensive Programs will be allotted as follows:

1. After NCDPI approves the required summer documentation and final summer budget, one (1) installment equal to 100% of the total summer program award will be issued.
2. Summer program award installments will not be issued prior to April 1<sup>st</sup> each year.

If awarded subgrantees do not meet proposed enrollment goals for the summer program each year, they may be required to reduce summer program funds for the remainder of the three (3) year grant cycle.

Any funds recovered from reductions or forfeitures will be redistributed to those subgrantees who have successfully met the third (3) installment requirements.

**NOTE:**

NCDPI utilized the updated GPRA guidance from the U.S. Department of Education (USED) to determine its attendance threshold for “regular attendees” of 21<sup>st</sup> CCLC Programs. In North Carolina, students are only considered “regular attendees” of a 21<sup>st</sup> CCLC program if they attend for at least 90-hours, which according to USED is the lowest number of hours a student could attend a 21<sup>st</sup> CCLC program and still be considered engaging at a research-based dosage level. See the table on page 11 of the [\*\*21APR New GPRA Final Implementation Guide\*\*](#) for additional details.

**Funding Reimbursement Notice**

21<sup>st</sup> CCLC grant funding is made available on a reimbursement basis. Applicants are strongly encouraged to secure sufficient funding or a line of credit to operate the 21<sup>st</sup> CCLC program for **at least a three-to-four-month period prior to initial disbursement each year**. Reimbursement requests must be based on actual allowable expenditures versus encumbrances made prior to the September 30th deadline.

Expenditure documentation to support reimbursement requests must be submitted to NCDPI. There is no liquidation period. At the end of Year 3, all unspent funds **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 21<sup>st</sup> CCLC program.

## 21<sup>st</sup> Century Community Learning Centers Reporting Requirements

### **Federal Reporting Requirements**

The U.S. Department of Education (USED) is subject to the Government Performance and Results Act and the GPRA Modernization Act of 2010 (collectively, “GPRA”). The provisions of GPRA 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 21<sup>st</sup> CCLC programs in each state. These are commonly referred to as “GPRA measures.” In 2020, USED approved a set of five new GPRA measures for the 21<sup>st</sup> CCLC program. A guide to the updated 21<sup>st</sup> CCLC GPRA measures can be found here: <https://oese.ed.gov/files/2023/04/21APR-New-GPRA-Final-Implementation-Guide-v.-1.5.1.pdf>

It is important for applicants to know in advance 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 21<sup>st</sup> CCLC program nationally.

The key purposes of 21<sup>st</sup> CCLC data collection are to: (1) complete federal reporting requirements; (2) demonstrate that substantial progress has been made towards meeting the objectives of the 21<sup>st</sup> 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://www2.ed.gov/programs/21stcclc/performance.html>. 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/title-iv-part-b-21st-century-community-learning-centers#Tab-Evaluation-837>).

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 or 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

#### **NOTES:**

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 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Grant Recipient On-boarding and Conference Requirements

Date	Required In-Person Event	Required Attendees
Thursday, May 15, 2025	Summer Only Initial Onboarding (Virtual)	Program Director <b>and</b> Chief Fiscal Agent
Tuesday, July 29, 2025	Cohort 18 On-Boarding (In Person)	Program Director <b>and</b> Chief Fiscal Agent
Wednesday, July 30 – Thursday, July 31, 2025	21 <sup>st</sup> CCLC Program Foundations Conference	

### **Cohort 18 Onboarding**

All 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program awarded organizations must have their designated Cohort 18 21<sup>st</sup> CCLC Program Director and Chief Fiscal Agent attend a **mandatory**, all-day, in-person on-boarding training on Tuesday, July 29, 2025 (location to be determined). Awarded Cohort 18 21<sup>st</sup> CCLC organizations who do not attend the in-person on-boarding training may be required to forfeit their entire 3-year Cohort 18 21<sup>st</sup> CCLC grant award.

For Summer Only NCDPI Cohort 18 CCLC Competitive Grant Program awarded organizations must have their designated Cohort 18 21<sup>st</sup> CCLC Program Director and Chief Fiscal Agent attend a **mandatory**, virtual initial on-boarding training on Thursday, May 15, 2025. Click on the link to register for the [Summer Only Onboarding Cohort 18 Webinar Registration](#)

### **21<sup>st</sup> CCLC Program Foundations Conference**

Immediately following the Cohort 18 on-boarding, NCDPI Office of Federal Programs will host its annual 21<sup>st</sup> CCLC Program Foundations Conference on Wednesday, July 30 and Thursday, July 31, 2025. The 21<sup>st</sup> CCLC Program Foundations Conference offers opportunities to deepen knowledge of best practices in out-of-school time, review NCDPI expectations, and engage in hands-on learning that supports strong 21<sup>st</sup> CCLC program implementation. Attendance at the 21<sup>st</sup> CCLC Program Foundations Conference is **mandatory** for all subgrantee Program Directors and Chief Fiscal Agents. Additional 21<sup>st</sup> CCLC staff members (e.g., site coordinators, data managers, instructional staff, etc.) are highly encouraged to attend.

All applicants should hold the mandatory Cohort 18 21<sup>st</sup> CCLC on-boarding training date and the 21<sup>st</sup> CCLC Program Foundations Conference dates on their calendars. Applicants can account for any travel costs to/from the on-boarding and conference in their proposed Cohort 18 budget and tentatively prepare their Cohort 18 21<sup>st</sup> CCLC Program Director and Chief Fiscal Agent to attend the mandatory in-person training and conference if awarded.

## PART 2: HOW TO APPLY

All applications for the 2024-2025 competition for the 21<sup>st</sup> 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 2024-2025 Guidance can be found on the [21<sup>st</sup> 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 February 18, 2025, to be considered for review and/or scoring.**

### FY25 Cohort 18 21<sup>st</sup> CCLC Grant Application – (template provided in CCIP)

For the FY25 21<sup>st</sup> CCLC Cohort 18, the Funding Application Grant Details must be entered into an editable document. There is a separate application for 2025-2028 Academic Year with option of Summer and 2025-2027 Summer ONLY programming.

To be considered for review, the completed document must be uploaded to the 'Related Documents' section within CCIP **by 12:00 PM EDT on February 18, 2025**. After uploading, please change your application status in CCIP to 'Draft Completed'. Grant applications submitted outside of the before mentioned timeframe in CCIP will not be considered.

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

### Attend an Applicant Technical Assistance Meeting

NCDPI will conduct virtual technical assistance webinars and office hours for potential applicants on January 15 and 16, 2025. Attendance is not mandatory to apply but is encouraged as potential applicants may gain clarification on the 21<sup>st</sup> CCLC program purpose and grant competition. Dates, times, and webinar links will be posted on the [21<sup>st</sup> 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.

### Attend 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 2024 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 [21<sup>st</sup> 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 21<sup>st</sup> 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.

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

On April 4, 2022, the U.S. Department of Education joined other Federal agencies and transition 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 \(UEI\)?](#).

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

## 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 February 18, 2025

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 February 18, 2025**, 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 18 application due date and time have passed, CCIP will remain closed. NCDPI will not reopen the Cohort 18 application under any circumstance, including internal system malfunctions. NCDPI strongly encourages all applicants to allow considerable time to upload all required materials into CCIP.

## Funding Application Components

The Funding Application contains sections for

- I. Basic Information including the total amount requested, **and** type of program(s) is being requested,
- II. Absolute Priority,
- III. Competitive Priorities,
- IV. Grant Narrative including
  - 1) a program abstract,
  - 2) needs assessment,
  - 3) goals and objectives, aligned with statewide performance goals
  - 4) student academic and enrichment program design,
  - 5) student academic enrichment program schedule narrative,
  - 6) family engagement,
  - 7) project administration,
  - 8) capacity to implement, partner and sustain,
  - 9) evaluation plan and use of data, and

10) budget narrative and alignment.

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

When applicants first log into CCIP, sections to be completed are Budget Section, Related Documents, Contacts, and Grant Award Notification (GAN) Section. Before uploading any Related Documents, click on the “Draft Started” link on the Section Page of CCIP.

**Application Status:**    **Not Started**

**Change Status To:**    [Draft Started](#)

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

- ☐ Allotments
  - [Allotments](#)
- ☐ **FP-21st CCLC New**
  - [Budget](#)
  - [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](#) ▶

[\[Download Budget Data\]](#)

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Total
<b>Purpose Code</b>					
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
<b>Total</b>	0.00	0.00	0.00	0.00	0.00
<b>Adjusted Allocation</b>					0.00
<b>Remaining</b>					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 must allocate at least 80% of the 21<sup>st</sup> CCLC grant award to providing direct services to students. For the purposes of this grant, direct services are defined in Appendix B.

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 21<sup>st</sup> 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 services cannot exceed 20 percent of the total grant award. Indirect services may but not be limited to transportation, evaluations, instructional staff (must provide direct services to students to be considered), site coordinator, program director, technology, snacks, and facilities (office space).

**NOTES:**

- The proposed budget submitted with the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> 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 individual may not serve as a Program Director for multiple 21<sup>st</sup> CCLC grants if the combined time commitment exceeds 40 hours weekly. This limitation applies even when the potential grant awards span different 21<sup>st</sup> CCLC cohorts.
- Since the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> 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 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program for at least a three to four month period prior to initial disbursement each year.

## Funding Application

To apply for the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant, submit the completed application in CCIP by 12:00 PM EDT on February 18, 2025. Upload the completed application to the Related Documents Section within CCIP. Applications submitted outside of CCIP will not be considered and applications received after the deadline will not be accepted.

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 founding eligibility will be reduced.

## Basic Information















## Related Documents Section

### Required Documents

#### *Basic Organization Information form – (template provided)*

For the purposes of the 21<sup>st</sup> 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 an authorized representation of the applying organization. During the application process, the Fiscal Agent should designate a primary individual as the point of contact for 21<sup>st</sup> 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.

In case an applicant submit 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) signed the MOU located under optional documentation 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 21<sup>st</sup> 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 an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant in order for the application to be considered.

In case 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 an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant in order for the application to be considered.

In case 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 21<sup>st</sup> 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.

In case 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 an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant. In case 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 required.

*Written Fiscal Procedures – (no template)*

Uniform Guidance (2 CFR Part 200) specifies the fiscal requirements for grants and the associated agreements with state and local governments. Standards for financial management systems include:

Effective control and accountability must be maintained for all grant and sub-grant cash, real and personal property, and other assets.

Grantees and subgrantees must adequately safeguard all such property and must assure that it is used solely for authorized purposes.

Actual expenditures or outlays must be compared with budgeted for each grant or sub-grant. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payrolls, time and attendance records, contract and sub-grant award documents, etc.



While the Uniform Guidance does not stipulate a specific accounting system, the accounting system must provide detailed information regarding each transaction using 21<sup>st</sup> CCLC funds. For example, it is not enough to record that \$5,000 was spent on equipment. The accounting system must maintain \$5,000 was spent on a computer from [NAME] Company and the date of the purchase.

For adequate internal control, programs must have written fiscal procedures. As applicable, policies should be in place for procurement to include conflict of interest, vendor payment, inventory, payroll time and distribution, segregation of duties, cash requests and records retention. It is important that procedures have a description of how these policies will be followed.

*Financial Audit/Status Statement – (no template)*

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 \$750,000. 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.

*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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program and the *Consultation and Statement of Assurances for the Provision of Equitable Services to Private School Children for Title IV-A* form must be uploaded to CCIP where indicated. *Applicants will also be required to upload a list of private schools in the attendance zone of their chosen feeder schools*

If no private schools are operating, the applicant must indicate in the application that no schools are operating. *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 public notice concerning their organization applying for the 21<sup>st</sup> 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.

*21<sup>st</sup> 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 21<sup>st</sup> 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.

*Trauma Informed-Practices Assurances Form-* (Template provided)

Applicants applying for a priority point for Trauma Informed-Practices must complete the document to attest to their capacity to hire and retain certified and qualified mental health professionals and/or partner with qualified mental health service providers employing certified mental health professionals to implement evidence-based trauma-informed practices.

*Braided Funds with Partners Table Form* (Template provided)

Applicants applying for a priority point for demonstrated use of braided funds to support 21<sup>st</sup> CCLC program implementation must attest that the organization is combining funds from a local, state, or federal organization and that those funds are being utilized throughout the duration of the grant period.

In addition to completing the *Braided Funds with Partners Table Form*, the applicant must also include the related information in the *Total Cost Worksheet*.

**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*

Strong partnerships are essential for both implementing and sustaining a successful 21<sup>st</sup> 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, the following documents will be required once funding is approved. Additional documents may be required.**

- 21<sup>st</sup> CCLC Program Organizational Chart
- Budget 208 Form
- Fire and Safety Inspections
- Occupancy Certificates

- Transportation Inspections

## PART 3: APPLICATION REVIEW AND SELECTION PROCESS

As outlined with the North Carolina State Board of Education (SBE) policy CNTR-001, all 21<sup>st</sup> CCLC applications submitted 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.

**Level I Review:** The review team is comprised of experienced 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 (123-145)
2. Strong (100-122)
3. Average (76-99)
4. Weak (55-75)
5. Unacceptable (54 or below)

**Level II Review:** Applications recommended for funding by the review team will be reviewed by a smaller team of reviewers (which may include the Office of Federal Programs director and review team chairpersons). These reviewers will use the following criteria and will assign priority points to applications that meet with specific funding priorities.

1. Good Standing
2. Absolute Priority
3. Propose to serve CSI and/or TSI schools
4. Propose to serve students from feeder schools with greater rates of chronic absenteeism
5. Propose to serve schools with greater rates of short-term out-of-school suspension rates or in-school suspension rates
6. Joint applicants submitted by not less than one LEA/PSU receiving funds under Title I, Part A of the ESEA and another eligible entity
7. Propose to operate in an unserved County
8. Propose to serve a rural county
9. Demonstrated use of braided funds to support program implementation
10. Implementing Trauma-Informed practices

### NOTE:

Applicants must request priority points and indicate which priority area(s) apply by checking the appropriate box in the grant application uploaded to CCIP. Applicants must submit all the required forms as noted to document that the proposed program meets the criteria to receive priority point(s).

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 III Review:** Using evaluation 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 email and written letter through standard mail.

For information on the appeals process, see Appendix F.

## PART 4: APPENDICES

### Appendix A: 2025-2028 NCDPI Statewide Performance Goals

NCDPI has established a set of performance goals and indicators as a part of the statewide evaluation of 21<sup>st</sup> CCLC Programs. Beginning with the 2025-2028 NCDPI Cohort 18 21<sup>st</sup> CCLC Competitive Grant Program, all awarded applicants will be asked to design their proposed programs to align with the NCDPI 21<sup>st</sup> 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	<p>The majority (51% or more) of students served statewide are in need of academic support based on one or more of the following criteria:</p> <ul style="list-style-type: none"> <li>○ scored “non-proficient” (i.e., Level I, II, or III) on the previous year’s state test in reading and/or math</li> <li>○ scored below grade level standard (i.e., Level I or II) on previous year’s state test in reading and/or math.</li> <li>○ identified as below grade level standard on the most recent district-level benchmark assessment in reading and/or math.</li> <li>○ Below “satisfactory” grades in core content subject areas (e.g., D or below).</li> <li>○ on-time grade-level promotion not attainable due to academic performance</li> <li>○ on-time graduation not attainable.</li> </ul>
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	<p>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):</p> <ul style="list-style-type: none"> <li>• <u>PreK Centers:</u> <ul style="list-style-type: none"> <li>○ Early literacy programming aligned with <a href="#">NC Foundations for Early Learning and Development</a> Language Development and Communication subdomains of Foundations of Reading and Foundations of Writing.</li> <li>○ Math programming aligned with <a href="#">NC Foundations for Early Learning and Development</a> Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning, and Mathematical Thinking and Expression.</li> <li>○ Science programming aligned with <a href="#">NC Foundations for Early Learning and Development</a> Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning and Scientific Exploration and Knowledge</li> </ul> </li> <li>• <u>K-12 Centers:</u> <ul style="list-style-type: none"> <li>○ Literacy programming aligned with feeder district(s)/school(s) annual literacy support plans;</li> <li>○ Math programming aligned with feeder district(s)/school(s) annual math support plans;</li> <li>○ Science programming aligned with NCDPI's <a href="#">2023 K-12 Science Standards</a>.</li> </ul> </li> </ul>
3.2	<p>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):</p> <ul style="list-style-type: none"> <li>• <u>PreK Centers:</u> <ul style="list-style-type: none"> <li>○ Arts programming (i.e., dance, music, theatre, visual arts) aligned with <a href="#">NC Foundations for Early Learning and Development</a> domains of Approaches to Play and Learning and Cognitive Development (with a focus on the subdomain of Creative Expression)</li> <li>○ Workforce Development programming utilizing age-appropriate implementation methods outlined in Table 1 (see below).</li> <li>○ Physical Education programming aligned with <a href="#">NC Foundations for Early Learning and Development</a> domains Approaches to Play and Learning and Health and Physical Development</li> <li>○ Health Education programming aligned with <a href="#">NC Foundations for Early Learning and Development</a> domains Approaches to Play and Learning and Emotional and Social Development.</li> </ul> </li> <li>• <u>K-12 Centers:</u> <ul style="list-style-type: none"> <li>○ Arts programming (i.e., dance, music, theatre, visual arts) aligned with NCDPI's <a href="#">Arts Standard Course of Study</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Workforce Development programming utilizing age-appropriate implementation methods outlined in Table 1 (see below) and aligned to the <a href="#">NCDPI CTE Essential Standards</a> (Grades 5-12 only).</li> <li>○ Physical Education programming aligned with <a href="#">NCDPI K-12 Physical Education Essential Standards</a></li> <li>○ Health Education programming aligned with <a href="#">NCDPI K-12 Health Education Essential Standards</a></li> <li>○ STEM programming aligned with the NCDPI adopted <a href="#">Digital Learning (K-12)</a></li> </ul>
3.3	Statewide percentage of participating PreK-12 students' parents or caregivers attending at least one (1) 21 <sup>st</sup> 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	<p>91% or more of subgrantees offer family engagement services that meet the following requirements:</p> <ul style="list-style-type: none"> <li>● Overall 21<sup>st</sup> CCLC family engagement plan is aligned with feeder district(s)/school(s) family engagement plans</li> <li>● Host at least three (3) educational workshops annually for families of participating students focused on each of the following topics: <ul style="list-style-type: none"> <li>○ <a href="#">Educational Workshop 1</a>: must focus on deepening participating families' understanding of the connection between consistent school-day attendance and future student success.</li> <li>○ <a href="#">Educational Workshop 2</a>: 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.</li> <li>○ <a href="#">Educational Workshop 3</a>: must focus on offering families' the opportunity to gain skills and knowledge for supporting students' academic needs including literacy and related educational development.</li> </ul> </li> </ul>
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 <sup>st</sup> CCLC programs by providing capacity-building initiatives for subgrantees.	
Objective	Description
5.1	90% of participating subgrantee attendees rate the NCDPI-sponsored 21 <sup>st</sup> CCLC professional development session(s) of high <b>quality</b> .
5.2	90% of participating subgrantee attendees rate the NCDPI-sponsored 21 <sup>st</sup> CCLC professional development session(s) of high <b>relevance</b> to their work.

Appendix A, Table 1:

Examples of Workforce Development Efforts					
Preschool and Elementary School Exposure and Awareness		Middle School Exploration and Engagement		High School Immersion, Participation, and Preparation	
Career days		Project-based learning		CTE and career development courses (e.g., identifying general SEL skills that are transferable across specific careers and jobs), leading to dual degrees, postsecondary credits, and certifications	
Guest classroom speakers		Community service and service-learning		Work-based learning	Career Pathway programs
Field trips	Exposure through literature	Job shadowing	Mock interviews	Internships	Externships
		Career mentoring		Simulated work-based experiences	Apprenticeships

Dermody, C., Dusenbury, L., Greenberg, M., Godek, D., Connor, P., Cross, R., Martinez-Black, T., Solberg, S., Kroyer-Kubicek, R., Atwell, M., Bridgeland, J. (2022). A Developmental Framework for the Integration of Social and Emotional Learning and Career and Workforce Development.

## Appendix B: Glossary of Terms

**21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)** – programs that provide significant expanded learning opportunities for students and their families to assist students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and offers families of students served by such center opportunities for literacy and related educational development.

**Average Daily Attendance (ADA)** – Student attendance is the presence of a student on days when the 21<sup>st</sup> CCLC program is in session. Average Daily Attendance (ADA) is calculated by summing the total number of days of attendance for all students and dividing that sum by the total number of program days in the period.

**Center (site)** – the physical location where grant-funded services and activities are provided to participating students and adults.

**Community Partner** – an organization, other than the sub-grantee, that actively contributes to the 21<sup>st</sup> CCLC-funded project.

**Comprehensive Program Monitoring Reviews (CMPRs)** – are conducted on-site at the organization location where program documentation is maintained with visits to individual centers (sites) as appropriate. The review process utilizes an instrument with four (4) compliance strands. Following the review, a report is completed based on a rating rubric. The organization must respond in writing to each item marked as Finding within thirty (30) business days of receipt of the report. The organization's response must demonstrate the required action has already been addressed by including supporting documentation with the response.

**Comprehensive Support and Improvement (CSI) School** – may be identified by low performance, low graduation rates, or lack of Targeted Support improvement as noted below:

- The lowest performing five percent (5%) of Title I schools
- High schools with a four-year cohort graduation rate of less than 66.7%.
- A Targeted Support and Improvement (TSI) not exiting such status after three years (not applicable during this grant cycle).

Download the [2023-2024 CSI and TSI Lists](#)

**Data Integrity and Confidentiality Certification** – form requiring signature of the registered fiscal agent certifies 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.

**Direct Student Services**- encompass specialized educational support tailored to individual student needs. These may include one-on-one tutoring, small group instruction, assistive technology, therapies (e.g., speech, occupational), curriculum and instructional materials, specialized equipment, and support from instructional staff.

**Dosage**-the frequency and duration of an activity.

**Eligible Students** – the 21<sup>st</sup> CCLC program primarily serve students from feeder schools in high poverty

areas and those who attend low-performing, CSI, or TSI schools.

**Feeder Schools** – the school or schools that students participating in the 21<sup>st</sup> CCLC program are attending.

**Fiscal Agent** – is the eligible entity that is authorized to receive funds from the NCDPI and acts as the manager in charge of receiving, managing, and administering all financial costs and expenditures in accordance with program requirements, and maintains the documentation needed to support the use of funds. It is the responsibility of the individual identified as the Fiscal Agent Representative to: 1) maintain accurate and updated contact information for all 21<sup>st</sup> CCLC sites with NCDPI; 2) ensure adherence to all assurances and certifications associated with the 21<sup>st</sup> CCLC grant; 3) ensure that sub-grantees (including other partners when the sub-grantee is a group or partnership) and contractors are aware of the requirements associated with maintaining verifiable fiscal records associated with the services or other contributions provided by the organization; and 4) assume responsibility for the reconciliation of any audit exception or compliance finding, including as necessary, the repayment of 21<sup>st</sup> CCLC funds from a non-federal funding source.

**Fiscal Desk Reviews (FDRs)** – are conducted at DPI each year based on documentation submitted by each organization to the Division to support program and fiscal compliance. For 21<sup>st</sup> CCLC programs, the program review includes but is not limited to an assessment of the approved project, budgets and amendments, and documents uploaded in CCIP. In addition, Desk Reviews may be conducted quarterly comparing approved budgets to expenditure reports. For organizations utilizing the ERaCA system, the fiscal review includes a sampling of supporting documents submitted to DPI on a monthly basis reconciled to cash drawdowns.

**Fiscal Monitoring Reviews (FMRs)** – are conducted on-site at the organization location where fiscal records are maintained. The review process utilizes an instrument with seven (7) compliance strands. Following the review, a report is completed based on an FMR Rating Rubric. The organization must respond in writing to each item marked as Finding(s) within ten (10) business days of receipt of the report. The organization's response must 1) demonstrate the required action has already been addressed by including supporting documentation with the response, or 2) describe a specific action plan for completing the required action with a detailed timeline and persons responsible.

**Good Standing-** See definition of Good Standing in RFP section on Good Standing.

**Geographic Proximity-** For the purpose of obtaining a joint applicant priority point for the Cohort 18 21<sup>st</sup> Century Community Learning Center (CCLC) application, any organization applying must partner, collaborate, and coordinate with at least one external organization within the community and/or State. An exception to this rule is only permissible by statute if the organization can demonstrate it is unable to partner with an eligible organization within reasonable geographic proximity and of sufficient quality to meet the requirements of this component which for the purpose of this grant means that the proposed service site for a 21<sup>st</sup> CCLC must be located within the geographical attendance zone of the eligible feeder school(s) from which students will be served.

**Government Performance and Results Act (GPRA)** – enacted in 1993, the law requires federal agencies to engage in performance management tasks such as setting goals, measuring results, and reporting on their progress.

**Hours of Operation** – the number of program hours offered to students participating in 21<sup>st</sup> CCLC programming. Research demonstrates that effective 21<sup>st</sup> CCLC programs have student participation on a regular (not drop-in) basis. Therefore, the hours of operation should be relatively consistent across the school year and summer programming if applicable. Refer to the [Program Design Overview](#) section for minimum dosage requirements for Required Academic Year programs and Optional Summer Learning programs.

**Indirect Student Services**- actions and activities that the organization and/or program staff undertake to benefit students, but without direct, one-on-one interaction with the students themselves. Examples include but are not limited to technology, facilities such as office space, program director salaries and supplies, and other services that are not provided directly to students.

**Instructor(s)** – the person or persons employed by a 21<sup>st</sup> CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the 21<sup>st</sup> CCLC program. Instructors may also be referred to as “tutors.”

**Joint Applicant** – applicants that submit a single joint application between at least one LEA/PSU/PSU receiving funds under Title I, Part A and at least one public or private community organization, city or county governmental agency, faith-based organization, Bureau of Indian Education, higher education institution, or for-profit corporation. Joint applicants provide a significant level of support to the 21<sup>st</sup> CCLC grant’s fiscal agent organization during the pre-grant design, planning, and application phase, followed by material involvement during the post-award program delivery of grant related services. Although the support may come in monetary form, or in-kind contributions, in order to be considered a joint applicant, both organizations must play an ongoing continuous role throughout the grant period, without which the applicant would not pursue the award of a 21<sup>st</sup> CCLC grant.

Additional Related Definitions:

- **Partner** - is a non-applicant entity that provides varying levels of support and/or enhancement to the grant related programming. The support may come in multiple forms comprising financial contribution, in-kind contribution, volunteer participation, or provision of program components directly connected to the fulfillment of the partner organization’s mission.
- **Subcontractor/Vendor** - is an entity that provides varying levels of grant related support on a contract or fee-for-services basis. While fee-for-services components may comprise both the joint applicant and partner relationships, a subcontractor/vendor relationship does not require any in-kind contribution and is therefore not considered a joint applicant. Examples of subcontractor/vendor relationships might be fees associated with a special speaker or presentation, fees for transportation or tickets associated with field trips, or fees for any other program related services provided by an unrelated third party under a contract or other agreement.

**Note:** Both the joint applicant and partner relationships should include material in-kind contribution to the program, and these contributions should be clearly demonstrated in the content of the application.

**Local Education Agency/Public School Unit (LEA/PSU)** – Synonymous with a local school administrative



unit meaning a subdivision of the public school system which is governed by a local board of education. This includes charter and lab schools. G.S. 115C-5

**Local Evaluation** – annual evaluation conducted by local-level 21<sup>st</sup> CCLC sub-grantees. Findings must be used to refine, improve, and strengthen the programs and improve performance measures. Evaluation results must be made public on request.

**Low-performing Schools** – Low-performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and EVAAS growth.

“Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” (G.S. 115C-105.37(a)), and

“A Low-performing local school administrative unit is a unit in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in G.S. 115C-83.15 have been identified as low-performing schools, as provided in G.S. 115C-105.37.” (G.S. 115C-105.39A(a)).

- Download the [2023-2024 Low Performing School Designation List](#)

**Measures of Effectiveness** – standards established to ensure the purpose and intent of Title IV is met through the design of programs and use of funds.

**Memorandum of Understanding (MOU)** – refers to a signed agreement between two or more parties outlining the terms and details of an understanding (in this case collaboration among parties for the joint commitment and obligation to the 21<sup>st</sup> CCLC program), including the expectations of each parties' commitment to the program if awarded funding, including roles, responsibilities, and accountability.

**North Carolina Center for Afterschool Programs (NCCAP)** – established in 2002, the NCCAP is a comprehensive statewide afterschool and expanded learning network, with key partners including afterschool providers, state agencies, state and local policymakers, law enforcement, universities and community colleges, business, and the philanthropic community, working together to increase access to high quality afterschool and expanded learning programs for all children and youth in North Carolina, especially for those at-risk of education failure.

**Out-of-School Time (OST)** – structured programming held outside of the regular school day (may include after school, before school, weekend, summer, or intercessions). Programming must provide a minimum of 300 student contact hours during the academic year.

**Parent(s)/Legal Guardian(s)** – refers to the person or persons legally responsible for the guardianship of the student.

**Positive Youth Development** – strategies that empower youth to make responsible health promoting decisions for self and community by teaching and assessing life skills, building self-efficacy in youth, fostering resiliency, modeling desired behaviors, and developing meaningful relationships in a sincere, caring, and nurturing environment.

**Regular School Day** – refers to start and end times as listed on proposed feeder schools approved academic year.

**Right Sizing Program**- refers subgrantees who fail to meet attendance requirements and receive a

reduction in funds. Subgrantees will be required to update their overall enrollment goals and/or adjust the number of slots per site.

**Standards for Monitoring** – a set of criteria that 21<sup>st</sup> CCLC programs are required to meet in order to demonstrate that the programs they provide to students are high quality.

**State Assessment** – assessment(s) administered by a given state relied upon by the state education agency (SEA) to meet consolidated reporting requirements under the No Child Left Behind (NCLB) Act of 2001.

**STEM** – refers to Science, Technology, Engineering, and Mathematics (STEM) programs designed to inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice.

**State Education Agency (SEA or State)** – the state agency that provides oversight for federal grants administration is the North Carolina Department of Public Instruction (NCDPI). The State Superintendent of Schools implements the administrative functions on behalf of the North Carolina State Board of Education.

**Student Enrollment** – the term student enrollment represents the number of students who have registered and attended one day of 21<sup>st</sup> CCLC programming. Once a student is initially counted in the enrollment figure, he/she remains in that count throughout the school year even if they cease to attend the 21<sup>st</sup> CCLC program. Students who are registered and enter the the program may not be deleted and must be entered into 21DC.

**Subgrantee** – agency or entity that is awarded a sub-grant by and is accountable to the NCDPI.

**Submitted Jointly** – two or more entities or organizations who are applying together and share equal responsibility for the 21<sup>st</sup> CCLC program. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required.

**Targeted Support and Improvement (TSI) School** – are identified as schools with consistently underperforming subgroups. North Carolina defines subgroups as “consistently underperforming” if the subgroup receives a grade of “F” on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years. Schools will annually exit this identification if the identified subgroup(s) receives a grade of “D” or above for the most recent and the previous year. Download the [2023-2024 CSI and TSI Lists](#)

**The Elementary and Secondary Education Act (ESEA)** – the principle federal law affecting education from kindergarten through high school. ESEA is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2016, and to create and implement a single, statewide accountability system.

**The Every Student Succeeds Act (ESSA)** – the ESSA reauthorizes the ESEA) of 1965. Organizations that implement 21<sup>st</sup> CCLC programs beginning in the 2017-18 school year, must comply with the provisions

outlined in the new law.

**Title I** – the federal ESEA program that focuses on improving the academic achievement of the disadvantaged by ensuring that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and State academic assessments.

**Tutors** – the person or persons employed by a 21<sup>st</sup> CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the provider’s program. Tutors may also be referred to as “instructional personnel”.







## Appendix C: Resources

### **Information on NC Schools and Students**

- [School Performance Data](#)
- [List of Title I Schools](#)
- [2023-24 Low-Performing State Designations](#)
- [List of Comprehensive Support & Improvement Schools \(CSI\) and Targeted Support & Improvement \(TSI\) Schools](#)
- [21<sup>st</sup> CCLC Cohort 18 Equitable Funding County List](#)

### Resources for Designing and Sustaining High-Impact Out-of-School Time Programs

- Developing a Needs Assessment
  - [Designing a Needs Assessment](#): Use this Y4Y Click & Go Professional Development Resource to discover what data you will need to plan your activities and write solid needs assessment statements that will guide your work. Access a mini-lesson on needs assessments, external resources on data collection, as well as tools for implementing a needs assessment of your own.
  - [Resources for Starting an Afterschool Program](#): NCCAP offers links to a variety of Out-of-School Time Toolkits to support organizations in designing data-informed and impact-driven afterschool programs, including resources on developing and implementing community needs assessments.
- Summer Learning Program Development
  - [Summer Learning Toolkit](#): Use this resource from the Wallace Foundation to use a step-by-step research-based summer program planning guide with templates for enrichment planning, staff hiring, student recruitment and more.
  - [National Summer Learning Association](#): A variety of resources, research and professional development opportunities focused specifically on designing and implementing high-impact summer learning programs.
- Family and Community Engagement
  - [Family Engagement Database](#): Compiled by the Afterschool Alliance and New York Life, this extensive resource guides includes links to a variety of toolkits and sample programs to support the development of impact-driven family engagement programs in out-of-school time settings.
  - [Strategies for Equitable Family Engagement](#): Use this resource to develop culturally responsive and inclusive family engagement strategies focused on supporting and celebrating all families and cultures in your out-of-school-time setting.
  - [Critical Practices for Inclusive Community Engagement](#): Learning for Justice (formerly Teaching for Tolerance) compiles a list of best-practices for anti-biased community engagement practices in education settings.
- Data Collection and Evaluation
  - [Building Quality in Afterschool](#): The American Institute for Research provides a variety of resources focused on supporting afterschool programs in developing quality



standards, designing and implementing research-based assessments, and using data to identify appropriate skill-building activities for students and families.

- Program Funding Sustainability
  - [Planning for the Future](#): Afterschool Alliance has compiled a variety of resources for programs to use to design their own funding sustainability plans, including this [sustainability planning worksheet](#).

### **General Information to Support Afterschool Programming Implementation**

[Afterschool Alliance](#) – The Afterschool Alliance was established in 2000 by the Charles Stewart Mott Foundation, the U.S. Department of Education, J.C. Penney Company, Inc., the Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation. The organization offers a wide array of publications that assist out-of-school time program officials with the development of high-quality program activities.

[CASEL](#) – The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

[Character.org](#) – Character.org offers resources and strategies to empower principals, teachers, counselors, parents and community members to help schools educate and inspire young people to become ethical and engaged citizens. The site offers character education lessons and publications.

[Equitable Learning Library](#) - The Equitable Learning Library helps educators, parents, and policy makers find resources and recommendations for transforming student experiences and learning outcomes to build more equitable learning environments

[Restorative Practices](#) - All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive. **Restorative practices** is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Though new to the social sciences, restorative practices has deep roots within indigenous communities throughout the world.

[National Center on Time and Learning](#) – The National Center on Time & Learning is dedicated to expanding learning time to improve student achievement and enable a well-rounded education. The site offers valuable resources including a newly developed Quality Time Analysis Tool to review expanded learning opportunities within the school day.

[North Carolina Arts Council](#) – The NC Arts Council has branches throughout the State and can identify program resources for Arts Education in your areas.

[North Carolina Center for Afterschool Programs \(NCCAP\)](#) – NC CAP provides essential resources for developing high-quality afterschool programs including the Established Standards of Excellence, Afterschool Professional Core Competencies, and Recommended Standards for After-school Physical Activity. Additionally, the 2013 Roadmap of Need is also available to assist programs in assessing the needs of the community.

**[North Carolina Parent Teacher Association \(NCPTA\)](#)** – The NCPTA offers valuable resources related to parent and community involvement including helpful parent materials to support students’ learning and healthy development.

**[North Carolina Standard Course of Study](#)** – North Carolina's Standard Course of Study defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students know and should be able to do.

**[Wallace Foundation](#)** – The Wallace Foundation supports and shares effective ideas and practices to improve learning and enrichment opportunities for children. The website offers multiple resources to support program planning and implementation.

**[Whole School, Whole Community, Whole Child \(WSCC\) Model](#)** –The WSCC Model expands on the eight elements of the Coordinated School Health (CSH) approach from the Center for Disease Control and Prevention (CDC) and is combined with the whole child framework. CDC and [ASCD](#) developed this expanded model - in collaboration with key leaders from the fields of health, public health, education, and school health - to strengthen a unified and collaborative approach designed to improve learning and health in our nation’s schools. NC Healthy Schools frames its work in the context of this model.

**[You for Youth](#)** – Developed in partnership with USED, the website provides an online professional learning community that helps you connect with your colleagues and share what you've learned about best practices. You asked for professional learning opportunities in areas such as (1) supporting positive relationships with children and youth, (2) providing professional development and technical assistance opportunities, (3) creating partnerships, (4) managing your program, and (5) leading your staff.

## Appendix D: Summer Intensive Program Development and Implementation Resources

### Creating Safe and Inclusive School Environments

#### U.S. Department of Education

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

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

### Kindergarten Transition Programs

#### Attendance Works

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

#### Education Commission of the States Special Report

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

#### Georgia Department of Education

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

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

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

#### New America

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

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

### Middle School Transition Programs (5<sup>th</sup> to 6<sup>th</sup> grade)

### [A Guide for Planning Transitions to Secondary \(6-12\) School](#)

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

### [Association for Middle Level Education \(AMLE\)](#)

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

- [Supporting Young Adolescents’ Transition in and out of the Middle School](#)
- [Transitioning Young Adolescents from Elementary to Middle School](#)
- [Welcoming Students to Middle School](#)

### [FHI 360](#)

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

### [Georgia Department of Education](#)

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

### [IRIS Center at Peabody College – Vanderbilt University](#)

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

### [Making the Change from Elementary to Middle School](#)

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

### [National Technical Assistance Center on Transition](#)

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

### [PACER Center](#)

The PACER Center has published the report “Making the Move from Elementary to Middle or Junior High School: Transition Tips for Parents of Students with Disabilities” (2017) highlighting best practices for middle school transitions that are applicable to all students, and specifically discusses how to support those students with additional needs.

### [High School Transition Programs \(8<sup>th</sup> to 9<sup>th</sup> grade\)](#)

#### [A Guide for Planning Transitions to Secondary \(6-12\) School](#)

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

#### [Charting a Course for the Future – A Transition Toolkit](#)

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

#### [Ensuring Successful Student Transitions from the Middle Grades to High School](#)

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

#### [FHI 360](#)

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

#### [Georgia Department of Education](#)

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

#### [PACER Center](#)

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

#### [Virginia Department of Education](#)

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

### [Intensive Tutoring Programs](#)

#### [Accelerating Student Learning with High-Dosage Tutoring](#)

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

#### [High Impact Tutoring Toolkit](#)

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

#### [High-Impact Tutoring: Accelerating Student Learning](#)

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

#### [High-Impact Tutoring: District Playbook](#)

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

#### [National Partnership for Student Success](#)

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

#### [New Analysis of Best Practices from State High-Impact Tutoring Programs](#)

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

### **Credit Recovery Programs**

#### [US Department of Education](#)

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

#### [Using ESSER Funds for Supportive, Targeted, & Flexible Credit Recovery](#)

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

### **Comprehensive Mental Health Support Programs**

#### [Mental Health and Schools: Best Practices to Support our Students](#)

The Baker Center for Children and Families is an evidence-based policy institute who published the report, “Mental Health and Schools: Best Practices to Support our Students” (2023) which offers research, best practices, and examples of comprehensive mental health programs in school settings.

#### [Mental Health Resources for K-12 Schools](#)

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

#### [National Center on Safe and Supportive Learning Environments](#)

The National Center on Safe and Supportive Learning Environments works to support stakeholders nationwide to implement trauma-informed programs. The Center has also

developed the worksheet, [“Implementing School Mental Health Supports: Best Practices in Action”](#) which provides resources, examples, and checklists to ensure the implementation of comprehensive mental health supports in school settings.

#### [The Wisconsin School Mental Health Framework](#)

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

#### [Youth.gov](#)

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

## Appendix E: Application Scoring Rubric

Applications for the 21<sup>st</sup> 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.

### FUNDING APPLICATION

**Budget (Budget is estimated – final budgets will be reviewed for SBE approved applicants)**

#### Grant Details Entry Fields

1. **Total Amount Requested, Proposed Number of Afterschool Programming Slots, Proposed Number of Summer Programming Slots (if applicable)**
2. **Absolute Priority (Verify and log in during Screening - Information for Level II Evaluation)**
  - Verify that schools listed are at least an average of 40% poverty rate and receive Title I services [NC Public Schools Poverty Percentage List](#)
3. **Competitive Priorities (Verify and log in during Screening - Information for Level II Evaluation)**
  - Verify all required documents are signed by all organizations and/or agencies for jointly submitted applications (MOUs and Assurances and Certifications as noted are signed by all partner organizations/agencies)
  - Verify if project will serve [Comprehensive Support and Improvement \(CSI\) Schools and/or Targeted Support and Improvement Schools](#)
  - Verify if project has a summer program component
  - Verify if project will operate with extended hours aligned with NCDPI definitions and requirements
  - Verify if project will operate 21<sup>st</sup> CCLC Program Sites in counties that have not hosted 21<sup>st</sup> CCLC Program Sites in the last (3) grant competitions
4. **Organization Type (Log in during Screening)**
5. **Program Abstract (Level I Review - reviewers read to provide context for the proposal)**



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

The applicant describes relevant data from multiple sources that objectively and effectively demonstrate the: a) academic needs of targeted students; b) enrichment needs of targeted students; and c) needs of the families of targeted students in supporting their educational development.																
<b>Dimensions</b>		<b>Leading (15-11 points)</b>				<b>Developing (10-6 points)</b>				<b>Lacking (5-1 points)</b>						
<b>Applicant provides:</b>	<b>a) Use of data to demonstrate academic needs of targeted students</b>	Well-organized summary of relevant data (including both qualitative <b>and</b> quantitative) that clearly demonstrates the academic needs of targeted students				Somewhat clear summary of relevant data (including both qualitative <b>and</b> quantitative) demonstrating the academic needs of targeted students.				Vague or confusing summary of the academic needs of students the program proposes to serve.						
	<b>b) Use of data to demonstrate enrichment needs of targeted students</b>	Well-organized summary of relevant data (including both qualitative <b>and</b> quantitative) that clearly demonstrates the enrichment needs of targeted students.				Somewhat clear summary of relevant data (including both qualitative <b>and</b> quantitative) demonstrating the enrichment needs of targeted students.				Vague or confusing summary of the enrichment needs of students the program proposes to serve.						
	<b>c) Use of data to demonstrate needs of families of targeted students in supporting their student's educational development</b>	Well-organized summary of relevant data (including both qualitative <b>and</b> quantitative) that clearly demonstrates the needs of families of targeted students in supporting their student's educational development.				Somewhat clear summary of relevant data (including both qualitative <b>and</b> quantitative) demonstrating the needs of families of targeted students in supporting their student's educational development.				Vague or confusing summary of the needs of families to support their student's educational development.						
Circle your score for Needs Assessment. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.																
		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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11. *Student Academic and Enrichment Program Design: (25 is the highest possible score.)*

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

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

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

	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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**12. Student Academic & Enrichment Program Schedule:** *(5 is the highest possible score.)*

The applicant provides a clearly detailed schedule narrative and sample(s) of student academic and enrichment schedule(s) that reflect academic year and summer programming (if applicable). <sup>1</sup>						
Dimensions		Leading (5 points)	Developing (4-2 points)		Lacking (1 point)	
Applicant provides:	(a) Sample student academic and enrichment weekly schedule(s)	Clear description of the overall schedule of activities to be provided to students.	Somewhat clear description of the overall schedule of activities to be provided to students. <sup>1</sup>		Confusing or incomplete description of the overall schedule of activities to be provided to students. (e.g., missing time slots, days, site schedules).	
	Circle your score for Program Schedule. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.					
		5	4	3	2	1
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**13. Family Engagement:** *(15 is the highest possible score.)*

The applicant provides detailed description of the: a) development and implementation plan for the three required workshops intended to inform and engage families and students; b) family engagement goals, objectives, and outcomes aligned with identified needs; and c) family outreach for student recruitment, persistent attendance, and active family participation .																
Dimensions		Leading (15-11 points)					Developing (10-6 points)					Lacking (5-1 points)				
Applicant provides:	a) <b>F a m i l y w o r k s h o p s m e e t i d e n t i f i e d p r o g r a m r e q u i r e m e n t s</b>	Clear d 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. to Plan, should include: 1) research base for workshop content, 2) recruitment strategies, 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. to Plan, should include: 1) research base for workshop content, 2) recruitment strategies, 3) engagement strategies, and 4) timeline.					Brief or incomplete plan of how the three required workshops inform and/or engage familes in such a way as to promote changes in family and student behaviors. .				
	b) <b>Family engagement goals, objectives, and outcomes are aligned with identified family needs.</b>	Clear and convincing description of family engagement goals, objectives, <b>and</b> outcomes that demonstrate how ongoing family engagement aligns with families' needs to support their student's academic success					Somewhat clear family engagement goals, objectives, <b>and</b> 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 <b>and/or</b> outcomes. May also lack a focus on family support for the academic success of students and/or alignment to identified needs.				
	c) <b>Family outreach for student recruitment, and attendance,</b>	Detailed description of family outreach efforts that will positively impact proposed enrollment of targeted students, <b>and</b> persistent student attendance, <b>and</b> active family engagement (e.g., required workshops, family events).					General description of family outreach efforts that will positively impact proposed enrollment of targeted students, persistent student attendance, <b>and</b> active family engagement (e.g., required workshops, family events).					Brief or incomplete description of family outreach efforts related to enrollment of targeted students, persistent student attendance, <b>and/or</b> family engagement (e.g., required workshops <sup>2</sup> , family events).				
Circle your score for Family Engagement. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.																
		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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**14. Project Administration: (25 is the highest possible score.)**

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

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

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

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

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

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

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

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

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

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

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

Dimensions		Leading (20-15)	Developing (14-7)	Lacking (6-1)
Applicant provides:	a) Program effectiveness measures aligned to proposed goals, objectives, and outcomes	Clear and specific articulation of program effectiveness measures that are aligned with the program’s proposed goals and objectives (including <u>at least</u> one program attendance measure, one academic achievement measure, <b>and</b> family engagement measure).	Somewhat clear articulation of program effectiveness measures that are aligned with the program’s proposed goals and objectives (including <u>at least</u> one program attendance measure, one academic achievement measure, <b>and</b> family engagement measure).	Incomplete or confusing description of program effectiveness measures.
	b) Data collection plan for program effectiveness measures	Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness (including assurances that the organization has access to the student-level data described).	General description of how student data of various types will be collected and analyzed to evaluate program effectiveness (including assurances that the organization has access to the student-level data described).	Vague or confusing description of how student data will be collected and analyzed to evaluate program effectiveness.
	c) Organizational capacity to implement proposed data collection plan and for completing required reporting	Clear and convincing description of organizational capacity (internal or external) to implement the proposed data collection plan <b>and</b> for completing required reporting.	Somewhat clear or general description of organizational capacity (internal or external) to implement the proposed data collection plan <b>and/or</b> for completing required reporting.	Vague or confusing description of organizational capacity for data collection and reporting.
	d) How data will be used to improve the program and evaluation reports will be shared	Clear and convincing description of how data will be used to ensure ongoing, continuous program improvement (including discussion of data with stakeholders and partners) <b>and</b> how evaluation reports on program effectiveness will be shared.	Somewhat clear, but general description of how data will be used to ensure ongoing, continuous improvement <b>and/or</b> how evaluation reports on program effectiveness will be shared.	Vague or confusing description of how data will be used to improve the program <b>and/or</b> to report on program effectiveness.

Circle your score for Evaluation Plan and Use of Data. Note: An empty text box or entry of ‘N/A’ in the narrative box will yield a score of zero (0) points.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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**14. Budget Narrative and Alignment: (10 is the highest possible score.)**

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

Dimensions		Leading (10-8 points)	Developing (7-4 points)				Lacking (3-1 points)				
Applicant provides:	a) <b>Budget narrative aligns to proposed program</b>	Detailed budget narrative that clearly aligns costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).	General budget narrative that provides somewhat clear alignment of costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).				Budget narrative is incomplete or unclear as to how costs align with the programming purpose or needs.				
	b) <b>Costs are reasonable and necessary</b>	Detailed budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size; and reflects source(s) and use of braided funds (if applicable); and reflects average cost per student expenditure for the program	Budget narrative that generally demonstrates that most costs are reasonable and necessary; And reflects braided funds (if applicable); and reflects average cost per student expenditure for the program				Incomplete or unclear breakdown of costs raises serious questions about whether costs are reasonable and/or necessary.				
<b>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.</b>											
		10	9	8	7	6	5	4	3	2	1
<b>This space provided to record your notes on this section.</b>											

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

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

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

## Appendix F: 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:

- 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)).
- “Level I” peer-review phase conducted by a contracted third-party agent that selects, trains, and oversees 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)).
- “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”
- “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:

disapproving or failing to approve its application or program in whole or part,  
failing to provide funds in amounts in accord with the requirements of laws and regulations,  
ordering, in accordance with a final State audit resolution determination, the repayment of misspent or misapplied Federal funds, or  
terminating further assistance for an approved program. **No other grounds for appeal will be accepted or considered.**

Appeals are limited to the grounds that the department failed to correctly apply the standards and process for reviewing the application as specified in the Request for Application Guidance and supporting documents.

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*,<sup>1</sup> 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.