



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

February 10, 2026

Alabama
State Board
of Education

MEMORANDUM

Governor Kay Ivey
President

TO: City and County Superintendents of Education

Jackie Zeigler
District I

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

Tracie West
District II

RE: Alabama 21st Century Community Learning Centers Cohort 27 Grant Competition

Kelly Mooney
District III
President Pro Tem

Attached is the grant guidance for the 21st Century Community Learning Centers (21st CCLC) Cohort 27 four-year grant competition. The Alabama State Department of Education (ALSDE) awards subgrants to eligible entities on a competitive basis following Section 4204(b)(2) of the *Elementary and Secondary Education Act of 1965* (ESEA). Created in 1994 through the reauthorization of the ESEA by the *Improving America's Schools Act* and expanded through the *No Child Left Behind Act of 2001* (NCLB), the Nita M. Lowey 21st Century Community Learning Centers program was reauthorized in 2014 in Title IV, Part B, of the ESEA by the *Every Student Succeeds Act* (ESSA). The 21st CCLC program provides academic enrichment, including tutorial services, to help students meet challenging state academic standards and a broad array of additional enrichment services, programs, and activities during non-school hours or periods when school is not in session, such as before and after school, weekends, or school breaks.

Yvette M. Richardson, Ed.D.
District IV

Tonya S. Chestnut, Ed.D.
District V

Marie Manning
District VI
Vice President

Allen Long, M.D.
District VII

Wayne Reynolds, Ed.D.
District VIII

Any "eligible entity" may apply. As detailed in ESEA Section 4201(b)(1)(B)(3), the term "eligible entity" means a local education agency (LEA) (also known as a school district), community-based organization (CBO), charter school, 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. An educational service agency, a regional public multiservice agency authorized by state law to develop, manage, and provide services or programs to LEAs [e.g., a 13 Board of Cooperative Educational Services (BOCES)], is also an eligible entity (ESEA Section 8101 (18)). Accordingly, any entity not under Federal or public supervision or control is a "private entity" for the purposes of 21st CCLC eligibility, including a faith-based organization (FBO) or for-profit entity, if it can perform the functions of a community learning center is eligible.

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

City and County Superintendents of Education
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Those interested in these funds must complete the online application by accessing the link at [eGrant Management Portal](#) on or before Friday, March 20, 2026, by 11:59 p.m.

Additional information regarding the 21st CCLC grant, including recordings of informational webinars, can be found by visiting the [21st CCLC website](#).

If you have any questions or need assistance, do not hesitate to contact Mrs. Amanda Rylant, 21st CCLC State Coordinator, by telephone at (334) 694-4516 or by email at arylant@alsde.edu.

EGM/AR/NSM

Attachment

cc: Federal Program Directors
Mrs. Angela Martin
Mrs. Shanthia Washington
Dr. Molly Killingsworth
Mrs. Nancy Smith

FY26-2015



**Alabama State Department of Education (ALSDE)
 Division of Instruction
 Federal Programs Section
 Request for Application (RFA)**

Nita M. Lowey 21st Century Community Learning Centers

Title IV, Part B, Section 4201-182-192

2026–2027 (Cohort 27) Competitive Subgrant

The Nita M. Lowey 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act*, Title IV, Part B (20 U.S.C. 7171–7176), and administered by the ALSDE.

Deadline for Receipt of Applications: **March 20, 2026, 11:59 p.m.**

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PART I: General Information

A. Introduction and Purpose

The U.S. Department of Education (USDOE) allocates federal funds for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program on a formula basis to enable the Alabama State Department of Education (ALSDE) to administer, manage, and monitor this competitive subgrant program. The ALSDE is required to make subgrants through a competitive request for proposals. Awardees of this funding are subgrantees, and awards are subawards or subgrants. The words “grant” and “subgrant” are used interchangeably within this request for application. All subgrantees are **required** to comply with all applicable federal, state, and local laws as well as the terms and conditions of the subgrant.

Authorized under Title IV, Part B, of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)* (20 U.S.C. 7171-7176 and 4201(a)), the 21st CCLC program is designed to establish or expand CLCs that:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards
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
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development

A 21st CCLC offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summers). A community learning center “assists students to meet the challenging state academic standards by providing the students with academic enrichment activities” (see the *Every Student Succeeds Act (ESSA)*, Section 4201(b)(1)(A)). Centers also provide students with “a broad array of other activities during non-school hours or periods when school is not in session.” A 21st CCLC **must** also serve the families of participating students with “opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.”

B. Funding Information

Approximately \$11,500,000.00 will be available for new subgrants in this 2026-2027 funding cycle. Award amounts will be determined based on the total number of program hours and the number of students to be served. Applicants can apply for year-long programs, which fund both academic-year out-of-school-time (OST) programs and summer programs, academic-year-only OST programs, or summer-only programs. Applicants may also apply for a transportation allowance to provide daily transportation to and from the program. Programs serving students who attend a school in a local education agency (LEA) that is Rural Education Achievement Program (REAP) eligible may also qualify for an additional transportation allowance. All funding and subgrant awards are contingent upon allocations to the ALSDE by the USDOE. The maximum subgrant funding period is four years and is subject to the availability of funds and programs meeting all project requirements.

Year-long and academic-year programs are expected to begin on the first day of the first full week of the 2026-2027 academic year (approximately August 3, 2026) and end on the last day of the 2030 summer break (approximately July 31, 2030). Summer-only programs may begin during the 2027 summer break. The subgrant year-one budget period for all OST programs is October 1, 2026, through September 30, 2027. If the subgrant continuation award is granted for the maximum four years, the grant will end on September 30, 2030. To help fund pre-award costs in the first year of the grant, such as costs for mandatory new-cohort training, staffing in the months of August and September, and/or materials and supplies required to begin programming the first full week of the academic year, the subgrantee may complete a Cohort 27 Pre-Award Cost Application and request permission to obligate funds as early as July 1, 2026. All subgrant payments are made on a cost-reimbursement basis, so applicants should have at least three months of operating funds at their disposal to implement the program and compensate for any delays in receiving reimbursements. Pre-award cost reimbursements **must** be requested by the subgrantee and approved by the ALSDE before any funds may be charged to the grant.

Federal law requires that the minimum amount that may be awarded to a subgrantee for any subgrant year is \$50,000. The maximum amount that may be awarded for this cohort is \$350,000.

Cost Per Participant Funding

Funding will be awarded based on the following formula:

of participants served x # of hours of programming x \$6 per participant = total funding per grant year (up to \$350,000)

Note: The total funding calculated per grant year includes all operating costs: salaries, fringe benefits, purchased services, supplies, and indirect costs. The number of participants served should be equal to or less than the number of “regularly attending” participants at the end of the program year. For the purpose of this RFA, a “regularly attending” participant is defined as a participant who has attended at least 15% of the program hours offered. For example, if an academic-year program runs for a total of 300 hours, participants who attend at least 45 hours of

the program during the course of the academic year will be counted toward the program's number of participants served for funding purposes.

Examples of participant cost method for funding:

- a. Academic -Year (AY) Only OST Program:
50 participants x 300 hours per AY x \$6 per participant = \$90,000 grant awarded
- b. Summer-Only Program (minimum of 75 hours):
50 participants x 75 hours per summer x \$6 per participant = \$22,500 (**grant not awarded**)
This would not be allowable, as federal regulations state that awards **must** be a minimum of \$50,000. Additional participants and/or program hours **must** be added to the summer program to meet the \$50,000 requirement.
- c. Year-long OST Program (AY and Summer):
50 participants x 375 hours per grant year x \$6 per participant = \$112,500 grant awarded
- d. Year-long OST Program (AY and Summer):
120 participants x 686 hours per grant year (510 AY hours + 176 summer hours) x \$6 per participant = \$493,920 (\$350,000 maximum grant awarded)

Required deliverables for funding:

Accurate attendance records **must** be maintained and reported. Programs **must** maintain a minimum of 75 percent of their approved number of participants served in year two and 85 percent of their approved number of participants served in years three and four to continue receiving the yearly full grant award. If the number of participants served falls below the required percentage, the award amounts in subsequent years will be reduced to the actual number of participants served in the current year.

Award amounts are also based on a specific number of hours of operation. If the number of hours of operation decreases in any year of the grant, award amounts will be reduced to the actual number of hours of operation for that year and subsequent years of the grant.

Note: If participants served or hours of operation increase beyond the numbers approved in the original grant application, the grant amount will not be increased to support the increased participation or program hours.

Pending the quality of proposals and federal allocation amounts, the ALSDE reserves the right to not award subgrants for this funding cycle.

Transportation Allowance

Additional 21st CCLC funds may be available for a \$10,000 transportation allowance to provide students with daily transportation to and from the program. A detailed transportation plan and the proposed budget **must** support the need for these additional funds.

To provide further support for programs providing students with daily transportation to and from programs in rural communities, an additional \$10,000 transportation allowance may be provided

to programs serving students who attend schools in LEAs that are REAP eligible. Non-LEA applicants should consult with their partner LEA to determine eligibility.

If deemed eligible for one or both transportation allowances (up to \$20,000), and funding permits, the allowance will be treated as an addition to the maximum 21st CCLC grant award.

Continuation Awards

The grant amount awarded is for each year of the grant. One year of funding will be provided at a time, and a non-competitive continuation application **must** be submitted by November 15th each year and approved by the ALSDE to be provided a continuation award. At the recommendation of the USDOE, criteria such as making progress towards the goals and objectives, submitting all required reports and data, and maintaining sufficient financial systems, will be considered when providing continuation awards. Subgrantee's remaining funds from the previous year will also be considered when making continuation awards. The ALSDE reserves the right to reduce the continuation award if a subgrantee does not fully expend the funds from the previous year, even when there is sufficient justification for not expending the funds, such as position vacancies or over-budgeting for supply costs. For this grant award cycle, funds will not be allowed to be "carried over" from one grant year to the next. Unspent subgrantee funds will be reverted to the ALSDE to reallocate to other subgrantees. Continuation awards are contingent upon the availability of federal funding and may be reduced or discontinued if federal allocations to the ALSDE are decreased or withdrawn.

Renewability Awards

During the final year of the grant, the ALSDE may renew a subgrant based on the eligible entity's performance during the preceding subgrant period. If the ALSDE renews existing grants, the agency will use a standard set of criteria to determine whether a grant is eligible to be renewed. Criteria may include risk scores, findings from ALSDE compliance monitoring, external evaluations, improvements in quality over time, compliance with grant requirements, engagement in state-supported professional development opportunities, needs assessment results, and performance on outcomes. The renewal period will not exceed the total grant period of the original award.

C. Eligible Applicants

Under ESEA Section 4201(b)(1)(B)(3), an "eligible entity" includes:

- A LEA, also known as a school district
- A community-based organization (CBO)
- A charter school
- An Indian tribe or tribal organization (as defined in Section 4 of the *Indian Self-Determination and Education Act*, 25 U.S.C. 450b)
- Another public or private entity

- A consortium of two or more such agencies, organizations, or entities

Faith-based organizations (FBOs) may contract with grantees and subgrantees on the same basis as other private organizations, in compliance with 2 CFR Part 3474.15. Educational service agencies authorized by state law (e.g., regional multiservice agencies) are also eligible.

Applicants **must** demonstrate a strategic plan developed in active collaboration with local LEA leadership. This includes documented consultations with the superintendent and principals of all schools to be served, evidenced by signed Superintendent and Principal Support Certification Forms (Forms 4 and 5).

Applicants with prior 21st CCLC funding may apply for new grants but **must** show how the new award will supplement existing programs or add new sites. There is no guarantee of funding for prior recipients. The ALSDE reserves the right to reduce application scores or disqualify the application if a previously or currently funded applicant has:

- A history of noncompliance with grant terms and conditions, as defined in Uniform Guidance (2 CFR §200.211(c))
- Repeated failure to submit required data or expenditure reports by ALSDE deadlines
- A pattern of not expending funds

D. Competitive Priorities

The ALSDE has established six competitive priorities for this funding cycle. Applicants **must** complete the competitive priorities section of the online application to qualify for any competitive priority bonus points. Applicants who **clearly meet** the specified criteria for a priority can earn competitive priority points for that category, up to a maximum of 25 points. An application **must** earn an average score of 175 points (out of 250) or higher for the application to be eligible for competitive priority points.

Competitive priorities are optional; applicants are not required to apply for them. However, if an applicant chooses to pursue competitive priority points, they should clearly indicate within their application narratives the evidence provided that demonstrates how they meet the criteria for each priority selected.

Priority 1: Applications Submitted Jointly (5 points): Five bonus points will be awarded to applications submitted jointly by eligible entities consisting of not less than one LEA receiving funds under Title I, Part A, of the ESEA and another eligible entity. Evidence **must** be provided that the LEA and at least one other organization collaborated in the planning and design of the program and that each has substantial roles in the delivery of services, shares grant resources to carry out those roles, and has significant ongoing involvement in the management and oversight of the program. At least one of the organizations **must** be a school or LEA, and the other organization **must** be an entity other than a school or LEA. An exception to this rule is only permissible by statute if the LEA can demonstrate it cannot partner with a CBO within a reasonable geographic proximity and of sufficient quality to meet the requirements of this component. In this case, priority will be given to the LEA applicant in the same manner as the LEA that applies jointly with another entity.

Priority 2: Schools in Improvement (5 points): Five bonus points will be awarded to applications that propose to serve students who attend a school currently designated by the ALSDE as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI).

- CSI School—identified in the bottom 5% of Title I schools, or with a graduation rate at or below 67%.
- TSI School—Schools with one or more subgroups at or below the 75th percentile of CSI schools, with no improvement after two (2) years.
- ATSI School—Schools with one or more subgroups that are in the bottom 5% of Title I schools

Priority 3: ESSA Targeted Services Priority (5 points): Five bonus points will be awarded to applications that will 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. To demonstrate that an applicant meets this competitive priority, evidence should clearly show that the program will serve students who fit the priority described. Evidence that may be provided includes demographic and academic data such as standardized test scores, grades, retention rates, and attendance records; risk indicators such as disciplinary referrals, juvenile justice involvement, and socioeconomic data; needs assessment results such as surveys or interviews with parents or community members highlighting a lack of positive role models or high risk environments; and program design evidence showing specific strategies to engage these students, such as mentorship programs, academic support, social-emotional learning, and partnerships with organizations that serve at-risk youth.

Priority 4: Expanding Services (5 Points): Five bonus points will be awarded to applications that demonstrate that the proposed activities are not accessible to students who would be served, and/or would expand accessibility to high-quality services that may be available in the community as evidenced by community needs assessment results, gap analysis documentation, resource mapping, and/or data showing that the proposed program will add services not currently offered by any local organization.

Priority 5: Increasing Geographic Equity (5 Points): Five bonus points will be awarded to applications that propose to serve an eligible school or schools in an Alabama public school district/LEA that does not have a 21st CCLC grant in the 2025-2026 school year.

E. Timeline of Subgrant Competition Process

Date	Activity/Action	Link/Location
November 17, 2025, 2:15 p.m.-3:15 p.m.	RFA Application Basic Grant Information Meeting	In-person ACEA Conference, Florence, AL
November 21, 2025, 1:00 p.m.-2:30 p.m.	RFA Application Basic Grant Information Meeting (recorded)	Webex
December 1, 2025, 3:30 p.m.-4:30 p.m.	RFA Application Office Hours	Webex
December 9, 2025, 10:00 a.m.-11:00 a.m.	RFA Application Office Hours	Webex
December 18, 2025, 3:30 p.m.-4:30 p.m.	RFA Application Office Hours	Webex
January 9, 2026, 1:00 p.m.-2:00 p.m.	RFA Application Office Hours	Webex
January 22, 2026, 3:30-4:30 p.m.	RFA Application Office Hours	Webex
January 30, 2026, 11:49 p.m.	Intent to Apply Form Submitted (optional but appreciated)	Intent to Apply Form
February 3, 2026, 1:00 p.m.-2:00 p.m.	RFA Application Office Hours	Webex
February 10, 2026 4:30 p.m.-5:30 p.m.	RFA Application Office Hours	Webex
February 18, 2026, 8:00 a.m.	eGAP Application Portal Opens	eGAP Application Portal
February 18, 2026, 2:00 p.m.-4:00 p.m.	Virtual eGAP Application Portal Training	Webex
February 24, 2026, 3:30 p.m. – 4:30 p.m.	RFA Application Office Hours	Webex
February 27, 2026	Peer Reviewer Applications Due	Email to 21stccclgrant@alsde.edu
March 5, 2026 1:00 p.m. – 2:00 p.m.	RFA Application Office Hours	Webex
March 16, 2026 3:30 p.m. – 4:30 p.m.	RFA Application Office Hours	Webex
March 20, 2026, 11:59 p.m.	Applications Due (Finalized and Loaded into eGAP)	eGrant Management Portal
March 30, 2026, 9:00 a.m. – 4:00 p.m.	Peer Reviewer Training	TBA
April 1, 2026	Qualifying Applications Assigned to Peer Reviewers	
April 6, 2026 9:00 a.m.-10:00 a.m. 3:00 p.m.-4:00 p.m.	Peer Reviewer Office Hours	Webex

May 1, 2026, 11:59 p.m.	Peer Reviewer Scored Applications Due	
May 8, 2026	Submit Grant Winners for Director/State Superintendent Approval	
May 2026	Notification/Announcement of Grant Awards	
July 1, 2026	Pre-Award Cost Applications Open	eGrant Management Portal
July 1, 2026, 9:00 a.m.-12:00 p.m. or 1:00 p.m.-4:00 p.m.	Cohort 27 Mandatory Virtual Training Day 1 (Program Directors and Site Coordinators)	Webex
July 7, 2026, 9:00 a.m.-12:00 p.m. or 1:00 p.m.-4:00 p.m.	Cohort 27 Mandatory Virtual Training Day 2 (Program Directors and Site Coordinators)	Webex
July 14, 2026, 9:00 a.m.-12:00 p.m. or 1:00 p.m.-4:00 p.m.	Cohort 27 Mandatory Virtual Training Day 3 (Program Directors and Site Coordinators)	Webex
July 20-24, 2026	MEGA Conference, Mobile, AL. Mandatory In-Person Training Day 4 on Thursday, July 23, 2026, for all Cohort 27 Subgrantees (Program Directors and Site Coordinators)	Register at MEGA Conference
July 28, 2026, 9:00 a.m.-12:00 p.m. or 1:00 p.m.-4:00 p.m.	Cohort 27 Mandatory Virtual Training Day 5 (Program Directors and Site Coordinators)	Webex
August 1, 2026 (or first full week of school)	21st CCLC Programs Begin for 2026-2027 School Year	

F. Technical Assistance Sessions for Applicants

Several informational and office hours meetings will take place from December through February to provide RFA guidance and technical assistance to subgrantees (see dates in section E timeline). All informational webinars and office hours can be attended at the same link ([Webex](#)) and will be recorded and placed on the Alabama 21st CCLC YouTube Channel [Alabama 21st CCLC YouTube Channel](#) and linked on the Alabama 21st CCLC website [Alabama 21st CCLC website](#). While participation is not mandatory to apply, it is *highly recommended*.

G. Statutory and Federal Regulations

Applicants **must** propose projects that adhere to the following requirements for the 21st CCLC program from statute, federal guidance, and the state.

Target Population

Applicants **must** propose to serve:

1. Students who primarily attend one or more Title I schools that—
 - Are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA Section 1111 (ad).
 - Other schools determined by the LEA to need intervention and support to improve student academic achievement and other outcomes.
2. The families of these students (see ESEA Section 4203 (a)(3)(A)).

Academic Focus

A 21st CCLC **must** operate in a manner that maximizes the program’s impact on the academic performance of participating students. Applicants **must** propose academic instruction and enrichment activities to help students meet and exceed state and local standards in English language arts (ELA), reading, and mathematics. Applicants may also provide academic instruction in other core content areas, targeted to the students’ needs and aligned to the instruction received during the school day.

Programmatic Operation

The ALSDE does not currently operate an Expanded Learning Program (ELP) model. Therefore, 21st CCLC funds cannot be used to support enrichment or academic activities during the regular school day, as these funds are designated exclusively for OST programming. A 21st CCLC’s services **must** be provided during periods when school is not in session (i.e., before school, after school, evenings, weekends, holidays, or summer). A program may offer services to students during normal school hours on days when school is not in session (i.e., school holidays or teacher professional development days). Activities targeting adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations. Field trips **must** only occur when school is not in session.

Applicants **must** ensure that all students have equitable access to the program regardless of disabilities, language, gender, race, origin, color, or age.

If services are to be provided in a location other than a public school, the location **must** be at least as available, safe, conducive to learning, and accessible as a public school. ALSDE staff may visit and tour locations that are not public schools before finalizing an award. The applicant is responsible for adhering to any local zoning and/or safety permit requirements.

Equitable Services for Private School Participation

In accordance with ESEA Sections 8501–8506, 21st CCLC applicants **must** consult with nonprofit private elementary and secondary schools, including religiously affiliated schools, located within the boundaries of the geographical area to be served during program planning and the

development of their application. ESEA Section 8501(c)(1) provides topics that should be discussed and other important requirements for this consultation. Services and benefits provided to private school students **must** be equitable to services provided to public school children and **must** be secular and non-ideological. Comprehensive guidance on meeting this requirement is included in *Title VIII, Part F of the Elementary and Secondary Education Act of 1965: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel, Non-Regulatory Guidance (July 17, 2023)* available at: [Equitable Services for Eligible Private School Children](#) (In particular, see Section K).

Applicants should include in their application detailed plans to provide equitable services to any private school children identified for services as a result of this consultation. Applicants **must** engage in this **required** pre-application consultation and complete and upload the Private School Consultation Form (Form 6) into the eGAP Required Documents with their application.

Applicable Federal Regulations

Each subgrantee is responsible for carrying out its responsibilities in accordance with ESEA, as amended by ESSA, Title IV, Part B; all applicable statutes, regulations, and programmatic guidance; and its approved subgrant application and work plan. Subgrantees **must** maintain direct oversight of the program implementation and administration.

Applicants should review the 21st CCLC Statute (located in sections 4201-4206 of [Title IV, Part B of the ESEA](#)), as amended by the ESEA, and the following federal regulations, accessible via the electronic [Code of Federal Regulations \(CFR\) website](#), which apply to the 21st CCLC program. Applicants are reminded that, if funded, their programs **must** comply with these laws and regulations.

- [2 CFR Part 25](#)—Universal Identifier and System for Award Management
- [2 CFR Part 170](#)—Reporting Subaward and Executive Compensation Information
- [2 CFR Part 175](#)—Award Term for Trafficking in Persons
- [2 CFR Part 180](#)—OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement) as adopted at 2 CFR Part 3485
- [2 CFR Part 200](#)—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, as adopted at 2 CFR Part 3474 (*Note: 2 CFR Part 200.211(b)(1) requires that a grant recipient’s name match their registered name associated with its unique entity identifier (UEI), as discussed and defined at 2 CFR Part 25*)
- [34 CFR Part 76](#)—State-Administered Programs
- [34 CFR Part 77](#)—Definitions that Apply to Department Regulations
- [34 CFR Part 81](#)—*General Education Provisions Act* Enforcement
- [34 CFR Part 82](#)—New Restrictions on Lobbying

Applicants **must** review the Certifications and Assurances for Federal Subawards and Program-Specific Assurances (Form 2) to confirm compliance with all federal and state requirements. In accordance with 2 CFR §200.112, applicants **must** disclose any potential

conflicts of interest in writing to the ALSDE. A signed Certifications and Assurances Signature Page (Form 2) **must** be uploaded into eGAP and legally binds the applicant to these assurances.

Federal 21st CCLC Requirements

An application proposing a 21st CCLC **must** include **descriptions** of *all* the following, if applicable:

- Before- and after-school, summer, or other non-school-time activities to be funded
- How these activities are expected to improve student achievement as well as overall student success, ESEA Section 4204(b)(2)(B)
- How the transportation needs of participating students will be addressed (transportation plans) to ensure that students will travel safely to and from the center and home, ESEA Sections 4203(a)(10) and 4204(b)(2)(A)(ii)
- Strategies to disseminate information about the center (including its location) to the community in a manner that is understandable and accessible, ESEA Section 4204(b)(2)(A)(iii)
- The federal, state, and local programs that will be combined or coordinated with the proposed project to make the most effective use of public resources (without supplanting), ESEA Sections 4204(b)(2)(C) and 4204(b)(2)(G)
- How the project's activities will meet the measures of effectiveness, ESEA Section 4205(b)(1)
- The partnership between/among a school or LEA, a community-based organization, and/or another public or private organization, ESEA Section 4204(b)(2)(H)
- An evaluation of the community needs and available resources for the community learning center and a description of how the project proposed to be carried out in the center will address those needs (including the needs of working families), ESEA Section 4204 (b)(2)(I)
- The applicant's experience, or promise of success (including research or evidence-based practices), in providing educational and related activities that will complement and enhance academic performance, achievement, and positive development of students, ESEA Section 4204(b)(2)(J)
- How the applicant will use appropriately qualified persons, including senior citizens, to serve as volunteers (if applicable), ESEA Section 4204(b)(2)(M)

An application proposing a 21st CCLC program **must** also include a **preliminary plan** for how the 21st CCLC will continue after this funding ends, ESEA Sections 4203(a)(8)(B) and 4204(b)(2)(K), **and assurances** that:

- The project will take place in a safe, easily accessible facility that is conducive to an effective learning environment; local zoning and/or safety permit requirements, ESEA Section 4204(b)(2)(A)(i)
- The proposed program was developed and will be carried out—
 - In active collaboration with the schools that the participating students attend (including through the sharing of relevant data among the schools), all participants

of the eligible entity, any LEA (also referred to as a school district), community-based organization, and any other public or private entity that is working in partnership with the eligible entity, in compliance with applicable laws relating to privacy and confidentiality, ESEA Section 4204(b)(2)(D)(i)

- In alignment with the challenging state and local academic standards, ESEA Section 4204(b)(2)(D)(ii)
- The project will primarily target students who attend schools eligible for Title I school-wide programs and their families, ESEA Section 4204(b)(2)(F)
- The community is timely notified of the applicant’s intent to apply,
- The applicant, after the submission, will make the application and any waiver request available for public review, ESEA Section 4204(b)(2)(L)

Pre-Screened List of External Organizations

In accordance with the ESSA, Title IV, Part B, 21st CCLC, the ALSDE is required to post a list of pre-screened external organizations in Alabama that have the knowledge and expertise necessary to assist 21st CCLC subgrantees in carrying out the activities outlined in their approved subgrants. The term “external organization” is defined as:

- A. A nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or
- B. In the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization with a record of success to receive mentoring and guidance in running or working with before- and after-school programs and activities (or those that operate during school breaks), ESEA, Section 4201(b)(4)

The external organization **must** meet the following minimum requirements:

- Operate as a nonprofit in good standing in Alabama
- Have a minimum of five years’ experience operating or delivering services to out-of-school-time programs in Alabama

A list of partnering organizations can be found under “Community Resources” on the Alabama 21st CCLC website [Alabama 21st CCLC Website](#). Any applicant or partnering organization interested in being included on the list of pre-screened organizations should complete the [ESSA External Organization Profile](#) form. *Note:* this form is not required to apply or to enter into a contract with a vendor/external organization.

H. State-Level Guiding Principles and Program Requirements

The ALSDE 21st CCLC Team has developed a set of twelve guiding principles meant to serve as a foundation for programs as they strive to provide high-quality OST experiences to students across the state. While these guiding principles include some program requirements, they are also intended to be flexible enough to adapt to local situations.

1. Needs, Performance Goals, and Objectives

The program is driven by a collaborative, data-informed approach that begins with a comprehensive needs assessment. Through strategic partnerships, the program ensures

access to diverse resources and activities that support youth and families. Clear performance goals and objectives guide all program activities and continuous improvement efforts, fostering shared ownership, sustainability, and meaningful impact.

- Each applicant **must** conduct and document a comprehensive needs assessment to ensure alignment with federal and state requirements. This assessment **must** identify the academic, attendance, behavioral, and family engagement needs of the students to be served, including both public and private school students. Additionally, the assessment **must** address the needs of the participating schools, the surrounding community, and the families of program participants. Findings should include data on core academic subjects—particularly reading and mathematics—school attendance patterns, student behavior during the school day, and family literacy and engagement. The results of this needs assessment **must** directly inform the design and implementation of the proposed 21st CCLC program, including any summer programming, to ensure that services are responsive to documented needs and support measurable improvements in student outcomes.
- Program goals and objectives **must** reflect and address the results of the needs assessment and mirror the purpose of the 21st CCLC subgrant award.
- All 21st CCLC projects **must** address the following performance goals in their program objectives (performance measures):
 1. Students regularly participating in the program will meet or exceed state and local academic achievement standards in ELA/reading and math.
 2. Students regularly participating in the program will show improvement in school attendance and performance.
 3. Students regularly participating in the program will show improvement in behavior during the school day by having reduced disciplinary referrals.
 4. Students regularly participating in the program will demonstrate holistic health and wellness by exhibiting positive self-awareness, social awareness, relationship skills, decision-making skills, and self-management.
 5. Students regularly participating in the program will demonstrate civic responsibility and strengthen their community through service-learning projects.
 6. Families of students regularly participating in the program will demonstrate increased engagement in their child’s learning and school community.
- Subgrantees are to develop SMART (specific, measurable, achievable, relevant, and time-bound) objectives that provide specific measurable actions by which the goal can be accomplished. They should be realistic targets for the project, written in the active voice using action verbs. Well-written objectives will always answer the following question: *Who* is going to do *what*, *when*, and to *what extent*?

2. Diversity of Programming

The program provides youth with opportunities to participate in a wide range of programming and activities. Additionally, multiple methods of instruction are used that

allow youth a range of learning experiences. Programming is intentionally designed to promote the academic growth and physical and social well-being of youth. Program offerings both reflect the interests of youth and enable them to explore new areas of interest.

A. Measures of Effectiveness

The measures of effectiveness govern a 21st CCLC subgrantee's use of funds. Compliance with the measures of effectiveness requires a subgrantee to develop and implement programs and activities that:

- Are based upon an assessment of objective data regarding the need for before- and after-school (or summer recess) programs and activities in the schools and communities
- Are based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
- If appropriate, are based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards
- Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in Title IV of ESEA, Section 4203(a)(14)(A)
- Collect the data necessary for the measures of student success described above

B. Authorized Activities

The following activities are allowable:

- Academic enrichment learning activities that allow students to apply the knowledge and skills learned in school to real-life experiences in fun, interactive, and often project-focused ways
- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science and engineering design, that foster innovation in learning by supporting non-traditional STEM education teaching methods
- Academic remediation/tutoring/homework help, which may specifically target students whose academic performance has been deemed to need improvement or who need reinforcement of concepts learned during the school day
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Recreational programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs, and promote social skills, teamwork, leadership, competition, and discipline
- Activities for limited English proficient students that emphasize language skills and academic achievement
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment

- Programs that assist students who have been truant, suspended, or expelled to allow students to improve their academic achievement
- Drug and violence prevention, counseling, and character education programs
- Activities targeting adult family members to help them acquire knowledge or a skill meant to be imparted through participation in the service or activity, such as General Educational Development (GED) classes, developing a resume, effective parenting strategies, or family literacy strategies intended to enhance the literacy skills of the adult family member
- Programs that promote parental involvement designed to engage parents more actively in supporting their children’s educational attainment
- Community service/service learning/youth leadership programs characterized by defined service tasks designed and performed by students that address community needs and help students acquire values, knowledge and skills, including leadership skills
- Cultural programs
- Art programs that inspire creativity, innovation, and inspiration
- Educational instruction or educational enrichment activities involving weapons such as archery, hunting, other shooting sports (**must** take place outside of school campuses), or culinary arts
- Pre-approved field trips connected to academic or enrichment programs that provide an educational experience for students to grow academically or culturally. Field Trip Requirements:
 - All field trips **must** be **pre-approved** by the ALSDE and are not allowed for entertainment, amusement, or recreational purposes.
 - Field trip requests **must** include a lesson plan, budget, and narrative aligning the trip with the program’s goals and SMART objectives, and at least one state academic standard, and **must** be submitted by August 15th for first-semester trips and January 15th for second-semester trips. Summer field trip requests **must** be submitted by May 15th.
 - Fees may not be collected from students or families to offset field trip expenses.
 - Field trips **must** be allocable, reasonable, and necessary.
 - Academic year field trips are limited to one per semester and are not allowed to take place during regular school hours.
 - Summer program field trips are limited to one per week.
- Career/Job training programs that partner with in-demand fields of the local workforce or build career competencies and career readiness, and ensure that local workforce and career readiness skills are aligned with the *Carl D. Perkins Career and Technical Education Act of 2006* (20 U.S.C. 2301 et seq.) and the *Workforce Innovation and Opportunity Act* (29 U.S.C. 3101 et seq.)
- Elective high school courses that are not required by the ALSDE for graduation, but may earn credit towards high school graduation

- Professional development opportunities for staff that are tied to 21st CCLC content

C. Unauthorized Activities

21st CCLC Grant funds **may not** be used to:

- Support activities that occur during normal school hours unless such activities target adult family members of participating students
- Purchase any food during the academic year, including snacks, unless the food is a part of an approved cooking class, cooking demonstration, or health/nutrition lesson. The purchase of food or snacks during summer programming or field trips may be allowed under certain circumstances, pending pre-approval from the ALSDE. Additionally, subgrantees are not allowed to charge students or their parents for costs associated with supplemental snacks and meals. To ensure student nutritional welfare, the Alabama State Child Nutrition Program (CNP) should be consulted and involved in providing nutrition program information about the USDA National School Lunch (NSLP) After-School Snack Program, the USDA NSLP Seamless Summer Option, and/or the USDA Child and Adult Care Food Program (CACFP) for providing breakfast, lunch, and/or snacks to program participants. These federal funds are available to reimburse schools and non-profit organizations for nutritious snacks and meals served to children and youth in extended day/summer programs. For further clarification or more information, contact the ALSDE CNP office via phone (334-694-4657) or through the ALSDE CNP website [Alabama Achieves | Child Nutrition Programs](#)
- Cover costs associated with field trips or other activities whose sole or primary purpose is entertainment (amusement parks, skating rinks, jump parks, baseball games, etc.)
- Provide gift cards, gift certificates, or other monetary incentives for students
- Provide incentives for staff (bonuses, awards, luncheons, etc.)
- Provide or support religious activities
- Cover costs associated with any marketing activities (not including recruitment of student participants)
- Cover costs associated with any type of grant writing or fundraising activities
- Pass-through or subgrant to another agency or entity to operate the 21st CCLC program
- Purchase buses or any vehicles
- Purchase, construct, or renovate a building
- Purchase clothing for employees or students. An exception to this is the purchase of t-shirts with the 21st CCLC program name or logo on them for the purpose of identifying students on a field trip. In this case, the 21st CCLC logo **must** be the dominant graphic. An additional exception that may be considered on an individual program basis is a class/group set of clothing required for safety or proper movement for a physical activity. Exceptions to clothing purchases **must** be reasonable, necessary, and **pre-approved** by the ALSDE

3. Academic Enrichment

All youth have access to academic enrichment activities that allow them to develop grade-level-appropriate career and college readiness skills in ways that are engaging and personally meaningful. Academic activities are standards-based, developmentally appropriate, intentional, and sequentially build skills. Academic programming is distinctly and intentionally different from that of the school day and often engages students in active learning and/or provides opportunities to apply learning to real-world problems.

- Applicants **must** propose to provide, at minimum, weekly dedicated literacy **and** mathematics instruction and enrichment activities **at all grade levels** for after-school programs and, if applicable, daily dedicated literacy and mathematics instruction and enrichment activities for summer programs to help students meet and exceed state and local standards in ELA/reading and mathematics. Applicants are also encouraged to provide academic enrichment in other core content areas that target students' needs.
- Strategies and activities **must** be evidence-based. Evidence-based research, as defined in Title VIII, Part A, of ESEA as reauthorized by ESSA, is research that applies rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means a research activity, strategy, or intervention that:
 - Demonstrates a statistically significant effect on improving student outcomes based on:
 - Strong evidence from at least one well-designed and well-implemented experimental study
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias
 - Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

The What Works Clearinghouse (available at [What Works Clearinghouse](#)) identifies the tier of evidence that reviewed studies meet, as applicable.

4. Holistic Health and Wellness

The program intentionally embeds opportunities for youth to develop holistic health and wellness sustained by various pillars: physical, nutritional, emotional, social, intellectual, financial, and environmental, across program activities and settings to enhance the academic achievement and general well-being of youth.

- Applicants **must** propose to provide, at minimum, weekly dedicated holistic health and wellness instruction and enrichment activities at all levels for after-school programs

and, if applicable, daily dedicated holistic health and wellness instruction and enrichment activities for summer programs.

- The needs of the students to be served, identified in the needs assessment, should be used to determine which pillars of holistic health and wellness instruction and enrichment activities should address.
- Objectives and activities should emphasize youth development, nutritional health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness, and/or mental wellness programs under ESEA 4201(A)(b).

5. **Service Learning: Voice, Choice, and Leadership**

Service Learning integrates meaningful community service with instruction and reflection to enrich learning experiences, teach civic responsibility, and strengthen communities. The program intentionally provides youth with opportunities to express opinions and ideas, work cooperatively with and mentor each other, make genuine choices, provide input into service-learning project decisions, and take on leadership roles.

- At least one service-learning project is **required** per semester, along with one being **required** during summer programs.
- Students should serve an integral role in investigating community needs, developing a strategy for change, implementing the service activity, reflecting on the effect of the project, and sharing what they have done and learned.

6. **Family Engagement**

Activities are regularly offered that address the specific needs of youth and their families and empower families to be actively involved in supporting their students' education. Staff routinely discuss students' progress with families, both formally and informally. The program regularly seeks family input regarding program structure and activities.

- An orientation, as well as at least two additional family engagement activities, **must** occur per academic year.
- Subgrantees are encouraged to design and implement activities that address the educational needs of family members of participating students. These activities should promote family literacy, enhance parental engagement, and provide opportunities for skill development that empower families to support their children's academic success.

7. **Leadership and Staff**

The program has stable, strong leadership and qualified staff, each of whom supports and engages youth in positive ways. The program is adequately staffed based on the ages and needs of the youth served. Staff are highly involved in decision-making and participate in ongoing professional development that aligns with program needs. Program Directors and Site Coordinators are deeply involved in the day-to-day operations of the program and provide staff with the support and time needed to fulfill job responsibilities and meet professional development goals.

A. General Staff Requirements

- All 21st CCLC staff, including program directors and site coordinators, **must** submit detailed work hours activities through Personnel Activity Reports (PARs) reflective of any time worked during regular program hours. The details provided should describe the work that was done and match the amount of time claimed. Failure to provide timely and complete documentation upon request may result in non-reimbursement.
- Hours worked on 21st CCLC activities must be completely separate from any other paid duties and cannot exceed a total of eight hours in a single day.
- A favorable **fingerprinted** criminal background check **must** be on file for all 21st CCLC staff, vendors, and volunteers who will work directly with students before they are allowed to work for the project.
- A job description **must** be created for each 21st CCLC staff position and uploaded to eGAP under Related Documents. Each job description **must** include:
 - Job title and summary
 - Reporting structure (who the position reports to)
 - Required knowledge, skills, abilities, and qualifications
 - Essential duties and responsibilities

B. Administrative Staff requirements:

- Administrative and indirect costs (together) may not exceed 30% of the grant award.
- All 21st CCLC programs **must** identify at least one administrative staff member responsible for collecting and maintaining all PowerSchool data for the **required** *Government Performance and Results Act* (GPRA) measures, data sharing agreements, attendance, and assessment data. There **must** also be a designated administrative staff member responsible for bookkeeping and uploading **required** monthly Expenditure Summaries version 2s (ES-2s) in eGAP. These duties may be assumed by the Program Director or Site Coordinator, or additional administrative positions may be created to assume these responsibilities, such as Data Entry Coordinator, Bookkeeper, or CFO/CSFO.
- Program Director (**required** title and position)
 - Each subgrantee is **required** to have one Program Director who will serve as the primary contact for the ALSDE in all matters related to the 21st CCLC programs overseen by the subgrantee. The Program Director should be able to coordinate various components of the subgrant; oversee all aspects of the project, including the timely submission of all reports; and provide regular monitoring of each project site.
 - The Program Director **must** be in place before the **mandatory** Cohort 27 New Grant Training begins in July. The Program Director is expected to attend all mandatory meetings and/or professional development required by the ALSDE. Failure to do so will negatively impact the program's risk status for monitoring.
 - The Program Director position is part-time unless the individual manages five or more 21st CCLC grants. Some of the Program Director's hours may be scheduled

outside of the program's operating hours. When determining the Program Director's salary, **best practice** is to apply the organization's established pay scale to calculate the full-time equivalent salary for the position and then allocate approximately 20% of that amount to each site's grant, for up to five grants. If one Program Director is overseeing more than five grants, the best practice is to divide the Program Director's full-time equivalent salary by the number of grants and then allocate that amount to each site's grant. The Program Director's salary can be paid at an hourly rate or as a contracted salary. Hourly rates for Program Directors are determined at the discretion of the subgrantee but **must** be reasonable and typically range from \$40-\$55 per hour. If a contracted salary is used, the subgrantee **must** execute a Memorandum of Understanding (MOU) with the Program Director that clearly outlines the terms of service, including the expected number of hours worked and monthly compensation. The signed MOU **must** be uploaded into eGAP for ALSDE approval before work begins.

- If a subgrantee oversees more than five grants and funding permits, an Assistant Program Director may be appointed to assist the Program Director in the oversight of the additional grants. If desired, the grants may be divided equally between the Program Director and the Assistant Program Director, but the best practices for salary allocations should still be applied to both positions. If an Assistant Program Director is appointed, the Program Director will remain the primary contact for the ALSDE in all matters related to the 21st CCLC programs overseen by the subgrantee and will be responsible for ensuring that all required reports, data submissions, processes, and compliance requirements are completed accurately and submitted on time. The Assistant Program Director will be expected to assist the Program Director in ensuring that all program requirements are completed and to participate in all other Program Director responsibilities, including program coordination, monitoring, and attendance at all mandatory meetings and professional development required by the ALSDE.
- Site Coordinator (**required** title and position)
 - A Site Coordinator is **required** to be appointed for each proposed center/site and cannot be shared between centers/sites. This person will be responsible for the daily oversight, operation, safety, coordination, and delivery of services at their respective program centers.
 - The Site Coordinator position is a part-time, hourly position. Because of the nature of the Site Coordinator's duties, most of their hours should be scheduled during the program's operating hours. Up to one additional hour may be scheduled per day to complete administrative duties that may be performed outside of the program's operating hours. Additionally, up to 20 hours may be allocated to the grant for pre-opening planning, and up to 20 hours may be allocated to the grant for end-of-year closeout. If there is a reason for the Site Coordinator's work hours to extend beyond these additional hours, the Program Director **must** request and

obtain approval from the ALSDE 21st CCLC staff using the *21st CCLC Verification of Planning Form* before the hours are worked.

- When determining the Site Coordinator’s hourly pay rate, **best practice** is to use the organization’s established pay scale to determine the hourly rate of similar OST positions. Hourly rates for Site Coordinators are determined at the discretion of the subgrantee but **must** be reasonable and typically range from \$35-\$45 per hour.
- If a subgrantee oversees only one grant, the Program Director **may** assume the responsibilities of both Program Director and Site Coordinator within a single position, and an additional Site Coordinator is not required.

C. Non-Administrative Staff Requirements:

- Time claimed as “hours worked” for non-administrative employees paid with 21st CCLC funds should be primarily during the center's operating days and hours. A non-administrative employee can work up to one additional hour (total) before or after the program. If there is a reason for non-administrative employees’ work hours to extend beyond that hour-long period, such as for pre-opening planning, the Program Director or Site Coordinator **must** request approval from the ALSDE 21st CCLC staff using the *21st CCLC Verification of Planning Form* before the hours are worked.
- Academic Teachers
 - During periods of direct academic instruction, a student-to-teacher ratio of 12:1 or less is encouraged. The ALSDE encourages using certified instructors in core subject areas to ensure instruction that correlates with the Alabama State Academic Standards.
 - Applicants who propose to employ non-certified educators to provide academic instruction should show that the non-certified staff responsible for providing academic instruction are knowledgeable of the Alabama academic standards and have the necessary subject matter credentials. Examples of acceptable non-certified staff include, but are not limited to, retired or former educators; third- or fourth-year college students majoring in education, English, reading, math, or another appropriate subject; and individuals who have earned a bachelor’s degree or higher in education, English, reading, math, or another appropriate subject.
 - The Academic Teacher position is a part-time, hourly position. When determining the Academic Teacher’s hourly pay rate, **best practice** is to use the organization’s established pay scale to determine the hourly rate of similar OST positions. Hourly rates for Academic Teachers are determined at the discretion of the subgrantee but **must** be reasonable and typically range from \$30-\$40 per hour during the academic year. Hourly rates for certified teachers may be competitive with rates offered to certified teachers by other OST programs.
- Other non-administrative staff may include Lead Teachers, Enrichment Teachers, Teacher Assistants, Student Assistants, Nurses, or other positions deemed appropriate and necessary by the 21st CCLC program.

D. Professional Development Requirements

- Total professional development costs may not exceed 10% of the grant award
- All 21st CCLC program staff **must** participate in at least 10 hours of professional development annually.
- All Program Directors and Site Coordinators are **required** to attend at least one day of mandatory training during the MEGA Conference each year. The **mandatory** training day for the 2026 conference will be on Thursday, July 23, 2026. Subgrantees are encouraged to attend the full conference if budgets permit, as other sessions beneficial to 21st CCLC subgrantees will occur each day of the conference.
- Program Directors and at least two non-administrative staff members are **required** to attend the Alabama Community Education Association (ACEA) Conference each year. Subgrantees are encouraged to allow all non-administrative staff to attend, as budget permits, as the conference is specifically geared toward best practices for OST programming. Sites are permitted to close during the scheduled conference if staffing levels are insufficient to operate the program due to staff participation in professional development sessions. In such cases, subgrantees **must** provide parents and guardians with advance written notice of the closure, clearly communicate the reason for the closure, and outline any alternative arrangements or resources available. Notification should be timely and delivered through multiple channels (e.g., email, phone, and posted notices) to ensure families have adequate time to plan. This requirement ensures transparency, maintains trust with families, and supports compliance with program expectations for communication and family engagement.
- Program Directors and Site Coordinators may be required to attend an additional in-person meeting if determined necessary by the ALSDE. Budgets should be planned accordingly.
- Subgrantees may also use 21st CCLC funds for up to two individuals to attend at least one out-of-state conference pertaining to improving the effectiveness of community learning centers, if budget permits.
- LEAs should pay for travel and per diem according to their own policies and regulations. Non-LEAs **must** use the state per diem and mileage rates and the [Federal General Services Administration allowable lodging rate for](#) budgeting and reimbursement calculations.

8. **Partnership with School**

The program is proactive in forming a close partnership with the school(s) it serves. The partnership includes data sharing, program planning and goal-setting, student recruitment, and resource sharing. There is an established method of communication between the school and program that facilitates the regular sharing of information and enables the program to better coordinate support and opportunities for youth and their families.

- Applicants and partners are **required** to develop a clear, specific MOU that articulates the role, scope of services, in-kind contributions, and funding to be provided to and

- by each partner. The LEA/district superintendent (or their designee) and the principal of each participating school **must** sign the MOU. (*Note:* The district superintendent’s designee for signature **must** be a district-level official and cannot be a school-level official.) Additionally, the superintendent and each principal of the school(s) whose students are served through the efforts of the program **must** demonstrate commitment and buy-in to the ongoing success of the project by signing the Superintendent and Principal Support Certification Forms (Forms 4 and 5), which include an agreement by Principals to attend a **mandatory** virtual 21st CCLC Principal Meeting at the beginning of each school year for the duration of the grant.
- All 21st CCLC programs **must** identify at least one staff member for each target school site to serve as the collaboration liaison with that school (including private schools). This individual will be responsible for ensuring that active collaboration occurs in program planning, implementation, and data sharing.

9. Community Collaboration

The program forms strategic partnerships that allow it to draw on the resources of a wide range of community stakeholders, including nonprofits, schools, businesses, and public agencies. These partnerships enable the program to provide a wider variety of activities to youth and their families, and contribute to the financial sustainability of the program.

- Subgrantees are encouraged to develop an MOU with all community partners to establish the roles and responsibilities of each partner.
- Subgrantees are **required** to complete a Community Partnership Agreement form (Form 7) and have a representative from each community partnership sign the form to certify that they are a contributing community partner to the program.
- Projects **must** establish an advisory council comprised of students, teachers, parents, and members of community agencies and businesses. The council **must** meet at least once every six months, and appropriate documentation of meetings should be maintained (sign-in sheets, agendas, minutes).

10. Program Environment and Operations

The program provides youth with a safe, supportive, and welcoming environment. Youth have the “safety” of a structure, yet also have opportunities to explore, experiment, and learn by making mistakes. Persons of all backgrounds are welcome, which is reflected through the promotion of respectful interactions throughout the program. Program staff form genuine, caring relationships with youth and encourage positive peer-to-peer relationships between youth.

- Methods for the initial identification and approval of enrolling students and their ongoing participation **must** be established.
- Community learning centers **must** implement controls for acceptable student behavior during out-of-school time, which should be included in a student handbook.
- Students cannot be “required” to attend extended-day programs.

A. Facility Requirements

- If the program site is located within an eligible school or an LEA-owned facility, the applicant **must** adhere to the school's comprehensive safety plan and provide a detailed explanation of how the extended-day or summer program safety plan differs from the overall school safety plan.
- If the program is operated in a facility other than an eligible school, LEA, or public access facility, Department of Human Resources (DHR) licensure is **required**—except for FBOs. For proposed sites not located in an elementary or secondary school, a letter signed by the CEO providing justification and certification that the facility is equally accessible and meets or will meet all *Americans with Disabilities Act* (ADA) requirements **must** be uploaded into eGAP for approval before students are served. Though DHR does not require licensure for FBOs to administer the 21st CCLC grant effectively, it is highly recommended that such organizations pursue the accountability and organizational effectiveness afforded by the licensing process. DHR guidelines and forms are available on its website: [DHR website](#).
- Costs associated with facility rent, utilities, and maintenance cannot be charged directly to the grant and should be part of the subgrantee's indirect costs. LEA subgrantees should use their approved indirect cost rate. Non-LEA subgrantees that do not have an approved indirect cost rate may utilize the restricted indirect cost rate of eight percent.

B. Safety

- Each program site is **required** to implement comprehensive safety measures and have written plans to address fire and severe weather drills, emergency intruder and crisis management, illness and injury protocols, and transportation safety procedures.
- Programs **must** also ensure compliance with ADA requirements and maintain documented plans for medication administration, disaster preparedness, and student health.

C. Transportation

- The use of vans to transport students is strictly prohibited unless prior approval by the ALSDE or the LEA has been obtained. Such approval would signify the vehicle(s) has passed the ALSDE Public Transportation Section's inspection process (Section 16-27-1 of the Code of Alabama).
- The ALSDE abides by the guidelines set forth by the National Highway Traffic Safety Administration (NHTSA) regarding the transport of children under the age of five. For further clarification, applicants **must** refer to the following website and guidelines: [National Highway Traffic Safety Administration \(NHTSA\)](#).

D. Hours of Operation:

- The 21st CCLC sites that serve elementary Grades K-5 are to be open for a minimum of ten (10) contact hours per week, Monday-Friday, for a minimum total of 360 hours over the course of the 36-week academic year.
- The 21st CCLC sites that serve middle and/or high school Grades 6-12 should be open for a minimum of six (6) contact hours per week, at least four days a week, for a minimum total of 216 hours over the course of the 36-week academic year.
- The days of operation **must** be consistent from week to week. A project may choose to operate before school for a maximum of 30 minutes per day; however, the before-school hours **must** be in addition to the required hours after school. Saturday activities are optional but may not take the place of the hours required for afterschool programming.

E. Summer Program (optional) Requirements:

- Summer programs:
 - Should offer activities/services consistent with the academic and enrichment goals and objectives identified in the application
 - Must operate a minimum of 75 hours during the summer, each year
 - Should be designed for evidence-based learning, engagement, and small-group implementation
- Subgrantees are encouraged to collaborate and braid funds with other Federal, State, or local programs that provide OST funding for summer programs.

11. **Program Evaluation, Monitoring, and Improvement**

The program regularly collects and reviews data to highlight strengths, identify areas in need of improvement, and develop improvement strategies. In the best cases, schools, families, students, and other stakeholders are invited into conversations to help explore the reasons behind weaker data points, celebrate areas of success, and make suggestions for additional types of data or information that could portray a deeper sense of how the program is performing for its students and their families.

A. Program Evaluation

Each local subgrantee **must** conduct a periodic evaluation in conjunction with the SEA's evaluation plan to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. The subgrantee **must** use the results of its evaluation to refine, improve, and strengthen the program or activity, as well as review and refine the performance measures. A subgrantee **must** also collect the necessary data to measure student success as described in their grant application and to contribute to the SEA's overall evaluation of 21st CCLC programs in the state. Evaluation requirements:

- Each 21st CCLC subgrantee is **required** to engage an external evaluator who is independent of the program and free from any conflict of interest. Evaluators are expected to work closely with program directors, site coordinators, and stakeholders

to ensure that programs are evaluable and develop an evaluation plan. Programs are considered evaluable if they have established appropriate SMART goals and objectives and have implemented program activities and procedures aligned with grant requirements and the program's grant proposal. Once evaluability has been established and an evaluation plan has been drafted, the external evaluator works with programs to ensure continuous improvement and accountability by assessing program quality and effectiveness. The external evaluator **must** be selected before the start of the program and comply with the following stipulations:

- Evaluators should have experience with youth development programs, academic enrichment initiatives, and community-based education and should be familiar with logic models, theory of change, and continuous improvement processes. Evaluators should also have the skills and experience to collect, analyze, and interpret quantitative and qualitative data. They **must** exhibit the ability to maintain confidentiality, demonstrate objectivity in reporting, avoid conflicts of interest, and complete and submit the *21st CCLC External Evaluator Conflict of Interest Form* before services begin.
- A formal **contract** between the subgrantee and the external evaluator **must** be executed and uploaded into eGAP prior to the start of services. This contract **must** include **required** federal provisions and clearly define all deliverables and expectations to ensure compliance and accountability. At a minimum, the contract should require the evaluator to attend at least two virtual trainings annually; conduct a minimum of two site visits per year to observe program operations and provide written feedback; collaborate with the Program Director to develop an evaluation plan and/or logic model and complete an evaluability checklist; collect and analyze student-level and survey data; and write a formal, comprehensive, year-end evaluation report in accordance with ALSDE guidelines to be submitted to the ALSDE by no later than August 31st. These deliverables are essential to maintaining program quality, meeting federal and state requirements, and supporting continuous improvement efforts
- The amount paid to an external evaluator from 21st CCLC grant funds cannot exceed \$6,000 or three percent of the annual grant award amount, whichever is less.
- External Evaluators may not write and/or develop any part of the subgrantee's 21st CCLC grant application.
- Subgrantees **must** publicly announce the availability of their annual evaluation and provide access upon request. Annual Evaluations should be disseminated to stakeholders during the School Board Meeting and/or the Advisory Council Meeting.
- The ALSDE must contract an external evaluator for the State's 21st CCLC program. The USDOE or its representatives may also conduct evaluations. Subgrantees are **required** to comply with any requests from USDOE, ALSDE, or their evaluation contractors, including providing information, participating in site visits, interviews, surveys, and other data collection activities.

B. Federal Performance Reporting

- Subgrantees **must** use the 21st CCLC online data collection and reporting systems (EZ Reports) to submit outcome-based data for evaluation purposes and federal performance reporting. An EZ Reports annual fee of \$900.00 per site should be included in the program's budget and paid by November 1st each year.
- All students enrolled in the program **must** be flagged in PowerSchool (the State's Student Information System) by October 7th each year. Instructions for flagging students will be provided to subgrantees. Non-LEA subgrantees should work with their LEA partners to ensure that this has been completed and should be a part of the MOU agreement with the LEA. Please note that this requirement is subject to change due to the potential development of an Application Programming Interface (API) between EZReports and the ALSDE Student Information System. Subgrantees may be required to flag students in PowerSchool throughout the year upon their enrollment in the program to ensure accurate and timely data entry.
- *Government Performance and Results Act (GPRA)*
 - All 21st CCLC programs **must** collect and report data necessary to demonstrate student success. ESEA Section 4205(b)(1)(c). This may require collaboration with local LEAs (school districts) and/or other stakeholders to ensure timely, accurate, and complete reporting in accordance with GPRA requirements.
 - Report indicators relating to the impact of the 21st CCLC program on communities include the following:
 - **Academic Achievement:** Percentage of students in Grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading, language arts, and math on state assessments
 - **Grade Point Average:** Percentage of students in Grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer, with a prior-year unweighted grade point average (GPA) less than 3.0, who demonstrated an improved GPA
 - **School Day Attendance:** Percentage of youth in Grades 1-12 participating in 21st CCLC during the school year and summer who had a school-day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year
 - **Behavior:** Percentage of students in Grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year
 - **Student Engagement in Learning:** Percentage of students in Grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning
 - More details about GPRA measures can be found at [GPRA Fact Sheet](#).

C. Monitoring

- Subgrantees will be asked to complete and submit a self-risk assessment by September 30th each year. This document, along with feedback from Technical Assistants (TAs) and ALSDE Specialists and potential program compliance data from previous grant years, will be used to determine the subgrantee’s risk level—low, medium, or high.
- All grantees will be monitored based on their risk level at least once during the grant period. Monitoring and technical assistance support includes, but is not limited to:
 - Review of program implementation and status
 - Development of instructional strategies
 - Meeting and training workshop facilitation
 - Routine site reviews and compliance visits
 - Quarterly and annual performance reports data review
 - Reviews and recommendations of professional development for staff
 - Budget management
 Subgrantees **must** agree to site visits conducted by the ALSDE or federal program representatives.
- The 21st CCLC staff will provide technical assistance and support to subgrantees in any areas identified through monitoring, to include:
 - Ensuring that the entity aligns the project activities with the challenging state academic standards
 - Ensuring that the entity identifies and partners with external community organizations, if available
 - Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs
 - Coordinating 21st CCLC subgrant funds with other federal, state, and local funds to implement high-quality projects

12. **Financial Management, Reporting, and Sustainability**

Sound fiscal and administrative policies and procedures are in place to ensure that funds are spent appropriately. The program has developed and implemented a long-term sustainability plan that includes the regular re-examination of program needs and goals, monitoring of fiscal stability, anticipation of upcoming challenges, and identification of new funding sources. The program continually forms new relationships with the community while nurturing existing partnerships to ensure continued resource sharing.

A. Fiscal Management

- The primary applicant **must** serve as the fiscal agent and have an automated accounting system in place that is compliant with 2 CFR 200.302 Financial Management.
- Subgrantees **must** use 21st CCLC funds for allowable expenditures during the designated program-year period. Matching or in-kind funds are not required; however, matching and in-kind funds are an indicator of potential sustainability of a 21st CCLC

project and should, therefore, be indicated in the site's sustainability plan, if applicable.

- All expenditures **must** comply with applicable state and federal laws, regulations, and guidance, including the Uniform Guidance rules under 2 CFR 200.403 and other rules regarding the allowability of funds. All costs **must**:
 - Reflect necessary resources and be directly allocable to the project plan (goals, objectives, and activities)
 - Be reasonable in cost for the performance of the project, given the local market and the number of students served
 - Conform to any limitations or exclusions as outlined in the RFA, program regulations, and federal cost principles
 - Be administratively efficient
 - Be treated consistently by the subgrantee as an item of cost, regardless of the source of funds involved
 - Be categorized according to generally accepted accounting principles (GAAP)
 - Not be included as an item of cost in any other federally funded program

Review [2 CFR Part 200 Subpart E Cost Principles](#), specifically Sections 200.403–200.405, for additional information on the allowability, reasonableness, and allocability of costs for federal grant awards. The General Provisions for Selected Items of Cost are listed in 2 CFR 200.420–200.476. The 21st CCLC program places more restrictive limitations on selected items of cost than those described in the regulations.

- Subgrantees **must** keep all supporting documentation for each claim submitted for monitoring and auditing purposes for a minimum of three years.
- All 21st CCLC subgrant funds **must supplement** existing services **and not supplant** (take the place of) other federal, state, local, or nonfederal funds. Projects may not use subgrant funds to pay for existing levels of OST services funded from any other sources or for any services mandated by state, federal, or local law. This requirement also applies to summer program funds, which may not be used to pay for services typically paid for with other federal, state, or local funding unless that funding is no longer available (such as ARP ESSER funds). To do so would violate the “supplement, not supplant” requirement of federal programs.
- Contracts
 - A contract **must** be in place for a subgrantee to pay a vendor outside of their organization with federal funds.
 - At a minimum, the contract should include the **required** federal contract provisions, a detailed scope of services, the duration of the contract, and the method and amount of payment, including rates, total hours of service, and the total amount that will be paid. The contract **must** be signed by both parties.
 - Consulting/service contracts **must** be procured in accordance with procurement regulations in 2 CFR Part 200 (Sections 200.317–200.326 and Appendix II).

- In compliance with 2 CFR 200.214 and 200.216 and 2 CFR 180.300, subgrantees **must** ensure that they do not enter into a contract with any vendor that is debarred, suspended, or ineligible for participation in federal programs. To meet this requirement, subgrantees **must** ensure contractors are not suspended or debarred when entering into all contracts over \$25,000 and any contract, regardless of dollar amount, for telecommunication or video surveillance equipment. This requirement is met by doing one of the following:
 1. Checking the vendor’s name on the debarment and exclusion records at the federal [System for Award Management \(SAM\)](#) website [SAM](#) (Note: Applicants are encouraged to review the user guides for exclusions provided via the “Help” page prior to conducting searches)
 2. Collecting a certification from the vendor that the vendor is not suspended or debarred and attaching it to the contract
 3. Adding a clause or condition to the contract that indicates the vendor is eligible and not suspended or debarred
- MOUs
 - To pay for services provided within its own organization with federal funds, an MOU **must** be executed. An example of when an MOU may be appropriate would be if an LEA subgrantee paid its own LEA Transportation Department for mileage and bus drivers to transport students to their homes at the end of each 21st CCLC program day.
 - To establish a formal agreement or partnership with a person or organization within or outside of their own organization that does not require an exchange of funds, an MOU should be created. For example, the district superintendent or their designee and the principal of each participating school **must** sign an MOU regarding the proposed 21st CCLC that includes all roles and responsibilities associated with the partnership. Additionally, a non-LEA applicant **must** develop and execute an MOA with its partnering LEA, and all applicants submitting an application jointly with another organization **must** develop and execute an MOU. **These MOUs are required to be uploaded to eGAP Related Documents (Form 3) as part of the application process.**
 - At a minimum, the MOU should include the **required** federal MOU provisions, a detailed scope of services, the duration of the contract, and the method and amount of payment, including rates, total hours of service, and the total amount that will be paid, if applicable. The MOU **must** be signed by both parties.
- It is highly recommended that subgrantees use the MOU and Contract Templates provided in Appendix B to ensure that **required** provisions and details are included.
- A copy of each contract or MOU for purchased services **must** be uploaded into Related Documents or the LEA Document Library in eGAP and **must** be **approved** by the ALSDE **before** services begin.

B. Annual Budget

- An annual budget of projected expenditures to be funded by the subgrant **must** be submitted through eGAP during the application process. Following the subgrant award notification, the ALSDE specialists will work with subgrantees to make any needed adjustments to the budget to bring all line items into compliance before approving the final application. The final application **must** be approved before any reimbursement requests can be submitted. An annual budget **must** be submitted to the ALSDE for approval each subsequent year of the subgrant as part of the non-competitive continuation application process.
- The ALSDE reserves the right to negotiate final budgets and to disqualify costs associated with line items that are unallowable, unnecessary, unallocable, unreasonable, or inconsistent with the proposed project’s activities and strategies.

C. Fiscal Reporting

- All expenditure reports, called ES-2s, **must** be submitted through eGAP. **Monthly** submission of expenditure reports is encouraged, but submission of expenditure reports **at least quarterly** is **required** throughout the subgrant award period (see the following table). Subgrantees are responsible for ensuring that reports are accurate, complete, and submitted on time.

Reporting Period	ES-2 Due Date
July 1–September 30	November 15
October 1-December 31	February 15
January 1-March 31	May 15
April 1-June 30	August 15

- Non-LEA subgrantees and Charter School LEAs **must** submit documentation of all expenses, including copies of receipts, invoices, and PARS, in conjunction with their ES-2s for ALSDE review and approval before they go to ALSDE accounting for payment.
- In accordance with generally accepted accounting procedures (GAAP), goods and services **must** be received by September 30th each year, and **must** be invoiced, paid, and claimed by November 15th each year. Goods and services received by the end of each reporting period should be invoiced, paid, and claimed within 45 days after the close of the reporting period. Goods and services **must** be received within the reporting period to be claimed for that reporting period.

D. Sustainability

- Because subgrant funding is intended as an incentive to promote the long-term establishment of OST community programs, an applicant **must** develop a reasonable plan for sustaining the 21st CCLC after subgrant funding ends.
- A comprehensive sustainability plan should outline how the program will maintain high-quality services beyond the grant period. At a minimum, the plan **must** include a

clear vision and goals, identification of current and potential funding sources, and strategies for leveraging community partnerships and in-kind contributions. It should detail advocacy and communication efforts to engage stakeholders, describe fiscal and operational systems that ensure efficiency, and explain how program quality will be preserved through alignment with school-day learning.

I. Peer Review and Selection Process

Subgrant applications that are received in eGAP by the deadline will be subject to a rigorous peer-review process.

- Phase One: Review of Application Components
All required materials, including forms and appendices, **must** be uploaded into eGAP for the application to be considered eligible for review.
- Phase Two: ALSDE Pre-Reader Review Assessment
The ALSDE 21st CCLC staff will conduct an initial review of each application to verify completeness, applicant eligibility, required signatures and dates, and full compliance with all RFA instructions. Incomplete or noncompliant submissions will be deemed ineligible for scoring and funding consideration. The ALSDE will not provide an opportunity for revision after the submission deadline; therefore, applicants **must** ensure that all required components are accurate, complete, and uploaded in eGAP by the stated deadline.
- Phase Three: Federal Compliance Review and Scoring
 - Three peer reviewers from diverse backgrounds without a vested interest in any applicant being funded will evaluate each application based on the quality of the proposed activities and the applicant's capability to implement the proposed project. The peer review team will be comprised of experienced grant readers from various professions and entities, including the ALSDE, with expertise in providing effective academic enrichment, youth development, and related services to children and youth.
 - Peer reviewers will use the 21st CCLC eGAP scoring rubric in Appendix A to read and score each application independently. After the three reviewers have individually rated an application, the scores will be averaged. An application can earn up to a maximum of 250 points for an average score. Applications that fail to earn an average score in the adequate/meets range (175 points) or higher will not be eligible for funding.
- Phase 4: ALSDE Post-Reader Review Assessment
Applications will be ranked by final scores. Subject to the ALSDE's approval, subgrant awards will be made starting with applications that earned the highest overall scores in the fully meets range (212.5 points) or higher. To the extent practical, the ALSDE will award subgrants equitably among geographic regions within the state to include rural and urban communities. If funds remain following these awards, the ALSDE will consider funding remaining applications earning a final score within the adequate/meets range according to rank order until all funds are allocated.
- Phase 5: Notification of Awards

All applicants will receive an email notification regarding the status of their grant application. A list of awarded 21st CCLC grants will be publicly announced through a Superintendent's memo and will be posted on the Alabama 21st CCLC website approximately 30-45 days after notifications are sent. Subgrantees who have been selected for funding will receive a Grant Award Notification (GAN).

Appeals Process

An applicant who has submitted a proposal that the ALSDE does not fund may appeal the ALSDE's decision. Such appeal **must** be in writing and postmarked or delivered to the ALSDE within 30 days from the date that email notifications are sent. An informal hearing may be afforded to the complainant with the ALSDE's Federal Programs staff within 15 business days after the receipt of the written request. Oral and written testimony will be taken.

Other Considerations

If a grant is awarded, the ALSDE will conduct an initial risk review based on the current grant application and performance during past grant awards, if applicable, to determine the level of technical assistance, oversight, and special conditions that may be needed, if any, to ensure compliance. If special conditions are required, the ALSDE will provide the grantee notice per 2 CFR 200.208. Each year of the grant, the subgrantee will be asked to complete a self-risk assessment, and the results of that assessment will be used by the ALSDE to designate the grantee as low, medium, or high risk, which will determine the level of technical assistance, oversight, and monitoring required.

PART II: Application Overview, Content, and Instructions

Read **all** guidelines and criteria carefully before preparing your application. Only applications that include **all** sections and appendices and fully adhere to these guidelines will be reviewed and considered for funding. Incomplete applications *will not* be reviewed.

A. Online Application Submission

Applications **must** be submitted using the online application in eGAP:
[eGAP](#)

Public Access and Submission Requirements

Information about federal grants administered by the ALSDE is publicly accessible through eGAP. However, to apply, the applicant organization **must** first be established as an entity within eGAP, and the individual completing the application **must** be granted the appropriate permissions to enter and submit data in the system. All LEAs should already be established entities in eGAP, as well as other organizations that have previously applied for federal grants. Access for data entry is controlled by the organization's designated administrator to ensure security and compliance with federal and state requirements.

Individuals can verify whether their organization is an established entity by going to the eGAP website, clicking **Search**, then **Organizations**, and entering the organization's name. Please note

that even if the organization is listed, the administrators and staff with permissions to enter data may no longer be associated with the organization. To see what individuals have access to an organization's eGAP account, click on the **organization's name**, then, on the left, click **Address Book**. The LEA User Access Administrator should be able to give individuals access to enter data.

If an organization needs to be added to the eGAP system, or if the LEA User Access Administrator no longer works with your organization and a new administrator needs to be assigned, please complete the [21st Century Community Learning Center \(CCLC\) eGAP Access Form 2025-2026](#) before the opening of the eGAP Cohort 27 21st CCLC application in January.

Once an LEA User Access Administrator has been assigned in eGAP, they will have the ability to give other staff the following roles:

- LEA 21st Century Director (has access to draft/write/submit application)
- LEA Authorized Representative (Superintendent or entity leader authorized to view/verify/approve the application prior to submission)
- LEA Fiscal Representative (CSFO or Financial Manager responsible for grant budget with access to view/verify/approve application prior to submission)

*Please note that someone **must** be assigned to each role. One person can serve in more than one role, and more than one person can serve in the same role. Each role **must** consecutively approve the application before it can officially be submitted.

Online Application Sections

Two main sections of the application **must** be reviewed and completed by the applicant:

- Supplemental Information
 - Assurances: review only.
 - By submitting the application, the Authorized Representative agrees to the Assurances and Program Requirements.
 - Subgrantee Contact Information:
 - Please enter the requested information for the subgrantee and up to 3 co-applicants, including the organization's name, Unique Entity Identification (UEI) number, address, phone number, website, and primary contact name and contact information.
- 21st Century- Cohort 27

This entire section will be completed for **each** 21st CCLC site/grant the subgrantee intends to apply for. It includes:

 - Budget
 - Application Details
 - Related Documents

B. Application Overview

Applicants are encouraged to prepare all the following elements of the application before beginning the online submission process. Use the following overview as a checklist to ensure that

the application is complete with items labeled accordingly and presented in the order outlined below. Verify that all narrative components and signatures, if applicable, are completed prior to uploading attachments. The online application for the 21st CCLC program is organized into the following sections:

Section I: Supplemental Information

_____ Assurances (review only)

_____ Subgrantee Contact Information—enter contact information about the primary applicant and up to 3 co-applicants

Section II: 21st Century-Cohort 27

The following items **must** be completed/uploaded for **each** proposed 21st CCLC site/grant:

Application Details

_____ Component 1: General Information

_____ Component 2: Needs Statement

_____ Component 3: Project Design

_____ Component 3a: Performance Goals and Objectives

_____ Component 3b: Description of Strategies and Activities

_____ Component 3c: Student and Family Support

_____ Component 3d: Evaluation Strategies

_____ Component 4: Management

_____ Component 5: Adequacy of Resources and Sustainability

Budget

_____ Program Budget with Narratives

Related Documents

_____ Form 1: Application Cover Page

_____ Form 2: Certifications and Assurances Signature Page

_____ Form 3: Required MOU(s)

_____ Form 4: Superintendent Support Certification

_____ Form 5: Principal Support Certification

_____ Form 6: Private School Consultation Form

_____ Form 7: Community Partnership Agreement

_____ Form 8: Projected Weekly Schedule

_____ Form 9: Multi-Year Program Design and Performance Form

_____ Form 10: Job Descriptions

C. Application Details

Component I: General Information

Complete the following information about the school(s) you propose to serve. Non-LEAs will need to complete this information in collaboration with the school(s) that the organization is proposing to serve in accordance with ESEA Section 4205(b)(1)(A).

- What is the proposed name of the 21st CCL Center? (The name **must** include “21st CCLC” as part of the name and, if possible, the name(s) of the school(s) being served by the grant.
- Identify the school(s) and LEA (school district) to be served by the program receiving this grant.
- Indicate if the proposed program center is/will be located in a public school building, private school building, or other.
- Specify the location where services will be provided (physical address).
- Provide a list of all the grade levels the program will serve.
- Identify the actual student enrollment count for the proposed schools participating in the program.
- Identify the poverty percentage rate(s) for the proposed school(s) being served.
- Identify the proposed total number of students and families to be served annually (academic year and summer) in the program.
- Indicate the days of the week and times the program will operate each day for the academic year and the summer, if applicable.
- Indicate if transportation will be provided to/from the center.
- Indicate if the school(s) served are Rural (qualify for Title V funding) or Urban.
- Indicate if the center or school(s) attended by students served has received a 21st CCLC grant before and, if so, list the center or school name(s), cohort number(s), and years 21st CCLC funding was received.
- Indicate if the program will be year-long (academic year and school year), academic year only, or summer only.
- Indicate if program activities will be held before school, after school, during summer break, on weekends, and/or during holidays or school breaks.
- For Program Center Eligible Funding Calculation:
 - Indicate whether the program will operate during the academic year and/or summer (check one or both). For each section selected:
 - Indicate the proposed total number of participants that will be served
 - Indicate the total number of hours the program proposes to operate

- In the Summary of Program Center Eligible Funding, enter the appropriate amount under Transportation Supplement
 - If not providing transportation, enter \$0
 - If providing transportation for rural students, enter \$20,000
 - If providing transportation for urban students, enter \$10,000

*The total amount the center is eligible to receive will be calculated for you.
- Indicate if the applicant requests the full amount the center is eligible to receive, or less funding. If less, the amount requested will need to be entered. *Note: If the eligible funding amount totals more than the maximum funding allowed (\$350,000 plus transportation allowance), the maximum allowed funding will need to be entered.
- Designate the Cost Center through which funding will be allocated.
- Specify how the program will recruit and retain students and staff (short narrative).
- Select which competitive priorities the subgrantee qualifies for (be sure to indicate evidence for qualification within the application narratives).

Component 2: Needs Statement (Maximum of 30 points)

This section presents the case for the project and should be a clear, factual, and compelling statement of the need or problem(s), who is affected, what caused the need or problem(s), and what will happen if the need is not addressed or the problem is not resolved.

Component 2a: Needs Assessment Process and Findings (15 points)

Explain the needs assessment process and its findings. Specifically, include:

- Involvement of collaborative partners in the development of the needs assessment, which **must** include:
 - When the program's development process began
 - The data/information collection effort
 - How the various sources were gathered and analyzed
 - How the program developed into a defined set of agreed-upon needs, forming the basis of the community learning center application proposal
- Needs of the community to be served, which *may* include:
 - Juvenile crime rate
 - Violent and drug-related offenses
 - Poverty rates
 - Demographic, economic, and workforce changes
- Needs of the proposed participating school(s), which *may* include:
 - If any of the proposed participating schools are identified as CSI, TSI, or ATSI
 - Attendance data, school truancy rates, or drop-out data
 - Number of students suspended or expelled in the previous year
 - Short-term or long-term suspensions/ discipline rates/ expulsion rates
 - Percentage of Title I students
 - Percentage of students receiving free/reduced lunch
 - Needs of private schools in the eligible attendance area

Component 2b: Student and Family Needs (15 points)

Explain the needs assessment process and its findings. Specifically, include:

- Needs of the students to be served, including any specific student data pertaining to the needs to be addressed, which *may* include:
 - Reading and math proficiency scores
 - Number of students below proficiency in mathematics or reading/language arts
- Needs of the students' families to be served, which may include:
 - Education levels
 - Family literacy needs
 - Parental involvement and skills
 - Transportation needs
- Needs related to a summer program if such a program is proposed

Component 2c: Existing Program Description (0 points deducted if N/A or adequate, 3 points deducted if partially adequate, 5 points deducted if inadequate)

If an after-school or summer program is currently operating at the proposed site (funded by state, local, or federal funds outside of 21st CCLC), describe this current program and include the number of students being served, the number of paid staff, the source of funding, and how many hours per week the program is operating. Explain how the proposed 21st CCLC will operate in conjunction with the existing program and the impact of the proposed project on the existing program in terms of days/hours of operation, number of students served, services/activities provided, participation fees, etc.

Component 3: Project Design (Maximum of 70 points)

The project design section includes the performance goals and objectives, the description of services and activities, and the evaluation strategies for the proposed 21st CCLC. Applicants **must** describe the goal(s), objectives, and services and explain how the proposed services will address the needs of students (public and private) and the needs of their families. Proposed services **must** be closely aligned with identified needs.

Applicants **must** use the *Multi-Year Program Design and Performance Form* (Form 9) template to develop a matrix that reflects the project design, including the performance goals, related objectives (performance measures), and strategies and activities.

Component 3a: Performance Goals and Objectives (Performance Measures)

Goals and objectives are clear statements of what the applicant will accomplish with the proposed project. A goal is a statement that explains the purpose of the project. It sets the fundamental, long-range direction of the project. In short, what is the end result to be accomplished? Typically, goals are broad, general statements that express the desired change(s).

Objectives are statements that define the methods the applicant will use to achieve the goal(s). Objectives break the goal down into smaller components that provide specific, measurable actions by which the goal can be accomplished.

Component 3.a.i-iii Project Design-Performance Goals and Objectives Part 1 (10 Points)

The applicant **must** provide a narrative that fully addresses all of the following as applicable to their proposed project:

- Performance Goals 1-3 (see below)
- The **required** objectives to be attained under performance goals 1-3 (see below)
- Any additional SMART objectives the program needs to add based on the program’s needs assessment

For the purpose of this 21st CCLC competition, applicants **must** include the following objectives associated with measuring *academic achievement, attendance, and behavior* performance as aligned with performance goals 1, 2, and 3:

Performance Goal	Objectives (Performance Measures
<p>1. <i>Students regularly participating in the program will meet or exceed state and local academic achievement standards in ELA/reading and math.</i></p>	<p>a. Fifty (50) percent of regular program participants will show a minimum of 10 percent growth from the beginning of the year (BOY) to the end of the year (EOY) on district-provided benchmark assessments in mathematics.</p> <p>b. Forty-five (45) percent of regular program participants will improve their mathematics performance level on the state standardized assessment from the prior year to the current year.</p> <p>c. Fifty (50) percent of regular program participants will show a minimum of 10 percent growth from the beginning of the year (BOY) to the end of the year (EOY) on district-provided benchmark assessments in English Language Arts/reading.</p> <p>d. Forty-five (45) percent of regular program participants will improve their reading performance level on the state standardized assessment from the prior year to the current year.</p>
<p>2. <i>Students regularly participating in the program will show improvement in school attendance and performance.</i></p>	<p>a. Ninety-two (92) percent of regular program participants will show improvement in school attendance by reducing their number of days absent from the prior year to the current year.</p> <p>b. Ninety-two (92) percent of regular program participants will show improvement in classroom performance, including homework completion</p>

	and class participation, from the first marking period to the last marking period of each academic year as reported by teachers.
3. <i>Students regularly participating in the program will show improvement in behavior by having reduced discipline referrals.</i>	Eighty (80) percent of regular program participants will show improvement in their school behavior by reducing their number of discipline incidents from the prior year to the current year.

If the needs assessment (see Component 2) revealed other requirements related to academic achievement, attendance, or behavior that are not reflected in the required objectives, the applicant **must** develop additional objectives to address the needs of the population the project will serve *and* that are likely to be directly influenced by the project’s efforts. Be sure to add these objectives to the *Multi-Year Program Design and Performance Form* (Form 9).

Component 3.a.iv-vi: Project Design-Performance Goals and Objectives Part 2 (20 Points)

The applicant **must** provide a narrative that fully addresses all of the following as applicable to their proposed project:

- Performance Goals 4-6
 - Performance Goal 4: Students regularly participating in the program will demonstrate holistic health and wellness.
 - Performance Goal 5: Students regularly participating in the program will demonstrate civic responsibility and strengthen their community through service-learning projects.
 - Performance Goal 6: Families of students regularly participating in the program will demonstrate increased engagement in their child’s learning and school community.
- Create SMART Objectives based on needs assessment results that fully address Performance Goals 4-6.

*Be sure to add these objectives to the *Multi-Year Program Design and Performance Form* (Form 9).

Component 3b: Description of Strategies and Activities (20 points)

Strategies are considered those tasks that are the catalyst to help the target population achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students so that they learn. Activities are those tasks that the target population of the project performs to achieve objectives. For example, in a classroom, activities are what the students do to learn.

All program activities should be tied to one or more program goals and objectives and should be listed on the *Multi-Year Program Design and Performance Form* (Form 9) by the objectives they are related to.

The applicant **must** provide a narrative that fully describes the following items in order:

- Specific activities for students that will be undertaken to meet each project objective; include the number of hours per week, days of the week, number of weeks per year, and the total number of program hours that the site will provide services, along with the service provider or collaborative partner for each activity
- Specific activities that will be undertaken if a summer program is operating
- How the proposed academic and enrichment activities are based upon the components of the measures of effectiveness regarding evidence-based research and best practices. Applicants **must** cite the sources of the research information. Discuss how the instructional activities and teaching strategies are designed to be innovative and engaging, will be coordinated with activities that occur during the regular school day, and will enhance academic performance, achievement, post-secondary and workforce preparation, and positive youth development of the students.
- If a summer program will be operating, discuss how the instructional activities and teaching strategies are designed to be innovative and engaging, will be coordinated with activities that occur during the upcoming academic year, and will enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students

Component 3c: Student and Family Support (10 points)

The applicant **must** provide a narrative that fully describes:

- The projected services, including meals and activities, to be provided to support students (public and private) and their families (including how many family members will be served)
- Additional social and/or behavioral services that will be provided to support student success
- Types of snacks/meals that will be served daily, how they will be prepared, and how they will be funded
- Specific activities that will be provided to address the literacy and related education needs of the participants' families, including the involvement of the district's Title I, family literacy, and adult education coordinators in providing services to families
- Services that will be provided during the summer program, if applicable

Component 3d: Evaluation Strategies (10 points)

The applicant **must** provide a narrative that fully:

- Describes the outcome measures that will be used to assess the impact of the proposed 21st CCLC on student learning, attendance, and behavior

- Describes the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position), along with the external evaluator, will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met
- Explains how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity

*Be sure to include these evaluation strategies in the *Multi-Year Program Design and Performance Form* (Form 9).

Component 4: Management (Maximum of 30 points)

The management section outlines the applicant’s plan to manage the project, including the chain of command, who will manage all aspects of the project (including the summer program, if applicable), a job description for the program director, and responsibilities for each key staff member.

Component 4a: Capacity, Collaboration & Governance (20 points)

The applicant **must** provide a narrative that fully explains how the proposed 21st CCLC project, including the summer program (if applicable), will be implemented efficiently and effectively and how challenges and obstacles will be resolved by addressing the following:

- Evidence of successful experience or the capacity to succeed in providing educational and enrichment activities to complement and enhance the academic performance, achievement, and positive development of students (public and private) and their families, including:
 - Success in managing similar projects
 - Clearly defined job descriptions and qualifications of key staff
 - Plans and budget for ongoing staff training and professional development, including topics, potential facilitators, and frequency
- Description of how the proposed project was developed and will be conducted in active collaboration with other organizations, including other schools or LEAs, CBOs, FBOs, and other public and private organizations
- Description of how the proposed project will be conducted in active collaboration with other organizations and an explanation of how challenges and obstacles will be resolved
- A list of members (and affiliations) of the advisory council and their meeting schedule (at least twice per year), and an explanation of the council’s role in project planning, implementation, monitoring, adjustment, and evaluation
- Description of plans to coordinate federal, state, and local programs with the proposed project for the most effective use of public resources (without supplanting) and how Title I, Adult Education, Summer Reading and Math Camps, and McKinney-Vento funding may be used to provide complementary services for students

Component 4b: Communication and School-Day Collaboration (20 points)

Applicants **must** provide a narrative that fully explains how the proposed project will be implemented efficiently and effectively, and how challenges and obstacles will be resolved by explaining:

- The process used to notify the community of the applicant’s intention to apply for a 21st CCLC subgrant, the plan to make the application, and any waiver request available for public review after it is submitted
- The process and who will be responsible for disseminating information about the 21st CCLC (including its location) to students, parents, and the community in a manner that is understandable and accessible. Describe the specific information that will be provided (e.g., student performance, upcoming activities, schedules, CBO/LEA leadership, and/or community stakeholders) and a timeline for all communication.
- How communication plans include daily/weekly interactions/collaborations between the 21st CCLC program and school-day teachers and staff. Plans should include student needs, academic progression (projects, assignments, and activities), attendance, behavior, and parent and family engagement

Component 5: Adequacy of Resources and Sustainability (Maximum of 30 points)

Component 5a: Staffing, Site Building, Safety, and Partner Contributions (10 points)

The applicant **must** provide a narrative that fully addresses, in the following order, the adequacy of resources to ensure that they can launch a 21st CCLC, including the summer program, if applicable, including:

- Staffing of the 21st CCLC to ensure proper participant/teacher ratios (12:1) during academic instructional periods and enrichment activities, supervision, management, and adequate delivery of services, including plans to recruit and use appropriately qualified volunteers, especially senior citizens, for activities carried out through the center
- The site to be used, with details including its square footage, safety measures, and accessibility, and the facilities, equipment, supplies, and other resources that are available to make this the best site for the 21st CCLC. For a proposed 21st CCLC that will be located in a facility other than an elementary or secondary school, the applicant should describe how the alternate facility will be at least as available and accessible to participants as a 21st CCLC program located in a public elementary or secondary school.
- If the program site is housed in an eligible school or LEA-owned facility, how the applicant **adheres to the** comprehensive school safety plan and how the extended day/summer program safety plan differs from the overall school plan
- Applicants should briefly address the following safety measures/plans:
 - Fire Drills and Evacuation Routes
 - Severe Weather Alerts, Drills, and Plans
 - Bus Safety Drills (if providing transportation)
 - Crisis Management Plan
 - Emergency Intruder Plan

- Illness, Injury, and Accident Plan
- Administration of Medication
- Staff and Student Medical/Health Plans
- Disaster Preparedness
- Partner contributions, for example, financial and non-financial support (mentors, food, use of facilities, supplies and materials, etc.)

Component 5b: Transportation Plan (10 points)

Applicants **must** provide a detailed transportation plan that fully explains how the transportation needs of students (public and private) will be addressed, including how students will travel safely to and from the 21st CCLC and home (as required under ESEA Section 4204(b)(2)(A)(ii)), including transportation details for before-school, Saturday, and summer programs, if applicable. The transportation plan should include the following:

- Safety compliance regarding parental permissions, students walking and or driving to/from the program, and field trips, is **required**
- Procedures for the secure drop-off/pick-up and sign-in/sign-out of students **must** be addressed and well-documented. This plan **must** ensure that the children expected on any given day are present and accounted for, with subsequent notification to parents (or designated others) for those not in attendance
- Who will provide the transportation
- If the proposed 21st CCLC is a non-school site, the round-trip distance in miles from the site to each targeted school to be served
- Any other transportation details (management, field trips, car riders, etc.) that are pertinent to the proposed 21st CCLC

If providing transportation to students who attend schools in rural areas, applicants should contact the district in which the program will take place to determine REAP/Title V eligibility.

Component 5c: Sustainability (10 points)

Applicants **must** provide a narrative that fully addresses all of the following:

- The funding plan, including goals and objectives in years one and two, names of partners and their commitments and contributions (financial and in-kind), other revenue sources, and any other strategies to be used for sustainability
- How costs will be covered if funds decrease, and thereafter, when the subgrant funds cease

D. Budget (maximum 50 points)

All proposed expenditures for the first year of the subgrant, including those related to the summer program, if applicable, **must** be included in the program budget. Each budget line item **must** include a narrative that explains how the line item is tied to the goals, objectives, strategies, and activities outlined in one or more components of the Application Details and the *Multi-Year*

Program Design and Performance Form (Form 9). Budget items not related to one or more components in the Application Details section of the application **may not** be funded.

The ALSDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line-item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the ALSDE can request that the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded. Applicants are encouraged to contact ALSDE 21st CCLC program staff for clarification or guidance on any questionable or uncertain costs prior to submission.

Non-LEA applicants should seek assistance from the partnering LEA's finance office to ensure that expenses are properly coded.

Applicants should include the following line items under the appropriate function codes in eGAP:

- Instructional Staff Development Services (2215)
This function code includes costs associated with professional development for non-administrative 21st CCLC Site Staff (travel, registration fees, subs, etc.). **Total professional development costs may not exceed 10% of the grant award.**
- Extended Day Transportation (4188)
This function code includes costs associated with transporting students to and from extended-day or summer programs (bus drivers, mileage, etc.). It also includes costs associated with contracting charter buses for field trips. **Transportation costs may not exceed 30% of the grant award.**
- General Administrative and/or Summer General Administrative (6000-6999)
This function code category includes costs associated with administering the program, such as salaries for the program director, site coordinator, bookkeeper, and/or data entry staff, professional development costs for administrative staff, materials and supplies necessary for administration, and/or indirect costs. **Administrative and indirect costs (together) cannot exceed 30% of the grant award.**
- Adult Education (9110)
This function code includes costs associated with providing activities targeting adult family members, such as GED classes, effective parenting strategies, or family literacy strategies
- Extended Day/Dependent Care and/or Summer Extended Day/Dependent Care (9130)
This function code includes costs associated with implementing the strategies and activities outlined in the program, such as non-administrative salaries and benefits, field trips, medical necessities, instructional materials, consumables, and equipment. It also includes costs for purchased services, such as the cost for contracting an External Evaluator **(not to exceed \$6,000 or 3% of the grant award, whichever is less).**

The following object codes should be used for specific expenses that fall within each function code:

- Salaries/Stipends (010-199)

This object code category includes pay for substitutes (180), stipends for teachers (192), and salaries for teachers (134), bus drivers (161), or other staff. Position name, number of staff in position, hourly rate of pay, number of hours that will be worked, and total salary for each position should be included in the budget narrative for all salaried staff.

- Employee Benefits (200-299)

This object code category includes FICA, workers' compensation, health insurance, and other employee benefits. These costs will represent a percentage of the total in salaries/stipends.

- Purchased Services (300-399)

This object code category includes expenses such as consultant fees, travel/training costs, drug testing, and other contracted services. **Applicants must include in their budget (under function code 9130) the \$900 yearly cost for EZ reports and travel to mandatory professional development outlined under State Guiding Principal #7: Leadership and Staff (in-state travel 382, out of state travel-383).**

- Supplies and Materials (400-499)

This object code category includes the amounts paid for material items of an expendable nature, including classroom supplies (411), charter buses (453), and technology (495). It is recommended that applicants group items into categories to avoid listing every item; however, make sure to provide a brief description of materials or categories to explain how expenditures are aligned with relevant project characteristics (objectives, number of participants, frequency of activity, etc.).

- Other (600-699)

This object code category includes expenditures such as registration fees for professional development (623) that do not neatly fit into the other categories.

- Indirect Costs (910)

Indirect costs are allowed and do not have to be explained in the narrative (see guidance under State Guiding Principle #10: Program Environment and Operations).

E. **Related Documents: Required Documents**

The following items **must** be completed, signed, and dated (if applicable), and uploaded into eGAP under Related Documents for **each** applying center/grant. **Incomplete, unsigned, or missing forms will result in the application being disqualified. Be sure to double-check that the correct forms have been uploaded and are able to be accessed by any party before final submission of the application. *Please note that all forms are required, but the scoring rubric will only apply to Forms 8, 9, and 10.**

Form 1: Application Cover Page

Print the Cohort 27 Application Cover Page, complete all portions, and obtain the appropriate signatures. This form includes calculations for grant funding (including transportation and rural supplements) and priority points claimed.

Form 2: Certifications and Assurances Signature Page

Print the Certifications and Assurances Signature Page along with the Certifications and Assurances for Federal Subawards. Only the completed top signature page **must** be uploaded into eGAP as part of the application submission. Please retain a copy of both the signature page and the Certifications and Assurances for Federal Subawards for your records and ensure that each signatory has a copy of both documents.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurances, terms, and conditions of the project. **All** signatories **must** understand that they are signing a document that is **legally binding** in the event a subgrant is awarded.

Form 3: Memorandum of Understanding (MOU)

An MOU template is provided that can be manipulated as needed to accurately provide a detailed description of the agreement between the subgrantee and a partner. Please refer to guidance on MOUs under State Guiding Principle #12: Financial Management, Reporting, and Sustainability. Upload a copy of all **required** MOUs for the proposed 21st CCLC, including the following:

- MOU between 21st CCLC and LEA Superintendent and Principals
- MOU between 21st CCLC and each co-applicant (if applicable)
- MOU between Non-LEA 21st CCLC and its partnering LEA (if applicable)

Form 4: Superintendent Support Certification

Print, sign, and upload the Superintendent Support Certification form for each LEA superintendent whose students are or will be served by the 21st CCLC program.

Form 5: Principal Support Certification

Print, sign, and upload the *Principal Support Certification Form* for each principal whose students are or will be served by the 21st CCLC program.

Form 6: Private School Consultation Form

Applicants **must** provide evidence of compliance with the equitable services for private school participation requirement for the 21st CCLC program. Print, complete, and upload *the Private School Consultation Form* (Form 6), being sure to include consultation information for all private schools located within the attendance boundaries of the school(s) proposed to be served by the center.

Form 7: Community Partnership Agreement

Print and complete the Community Partnership Agreement form and obtain signatures from representatives of each community partner to confirm their commitment to the program. Upload the signed form with original (wet) signatures as **required**.

Form 8: Projected Weekly Schedule (maximum 10 points)

A weekly schedule **must** be created and uploaded for the academic year **and** the summer program, if applicable. Applicants may use the provided Projected Weekly Schedule template or another template/format, as long as it includes all required details, including the adequate duration and frequency of instructional and enrichment activities offered for each grade level, the location of the activity, and the person responsible for facilitating the activity, if known.

Form 9: Multi-Year Program Design and Performance Form (maximum 20 points)

The *Multi-Year Program Design and Performance Form* (Form 9) is designed to capture the activities, data source(s), evaluation methods, and budget categories impacted for each of the program's performance goals and objectives. Performance goals and objectives that are **required** of all 21st CCLC programs have already been added to the form. If additional performance goals and/or objectives associated with needs identified in the needs statement section are required, they should be added to the chart using the blank rows provided. For example, if low science performance is noted in the needs statement section, the applicant should develop a performance goal and objective(s) related to science performance. Complete the proposed target percentage, activities, data source(s), evaluation methods, and budget sections for each objective, and upload the completed document into the eGAP Related Documents.

Form 10: Job Descriptions (maximum 10 points)

A job description **must** be uploaded for each 21st CCLC staff position as outlined under State Guiding Principle #7: Leadership and Staff. Example job descriptions for the Program Director and Site Coordinator are provided for reference only and should be customized to align with the applicant's organizational policies, procedures, and specific program requirements.

F. Related Documents: Additional Documents

Form 11: Vendor Contract Template

A contract template is provided that can be manipulated as needed to accurately provide a detailed description of the agreement between the subgrantee and the vendor. Please refer to guidance on Contracts under State Guiding Principle #12: Financial Management, Reporting, and Sustainability. Contracts are not required to be uploaded at the time of application submission.

G. Appendices

Appendix A—Application Scoring Rubric

Appendix B—Form Templates and Examples

H. Deadline and Submission Procedures

1. Applications **must** be submitted online **by 11:59 p.m. on March 20, 2026**. Applications received after this deadline **will not** be considered.
2. Only applications that adhere to **all** of the guidelines and directions in this RFA will be reviewed and considered for funding.
3. No hard copy applications will be accepted. Applications delivered by hand, postal mail,

electronic mail (email), or fax **will not** be accepted.

4. Applications **must** originate from the applicant. Applications that are plagiarized from the internet, other grants, or other resources will not be considered for funding.
5. Do not attach or submit any additional materials other than what is specifically required. Any additional materials will be disposed of without review.
6. Applications will not be returned. Keep a copy of the entire application for your records.

Appendix A: Selection Criteria and Reviewers' Scoring Rubric

Selection Criteria

A total of 275 points (including competitive priority points) is available to applications that meet the maximum score for each selection criterion. While the general information section is assigned zero (0) points, it remains a critical component of the application. An application with incomplete information will not be scored.

The point values for each section of the application are as follows:

Application Details	Maximum Points Available
Component 1--General Information	0
Component 2--Needs Statement	30
Component 3--Project Design	70
Component 4--Management	30
Component 5--Adequacy of Resources and Sustainability	30
Budget	50
Required Documents Section	
Form 8 Weekly Schedule	10
Form 9 Multi-Year Program Design & Performance	20
Form 10 Job Descriptions	10
SUBTOTAL	250
Competitive Priorities	25
TOTAL	275

Each section of the application narrative will be assigned a score by reviewers using the following rubric, which summarizes the **required** elements of the application narrative and the point ranges assigned to each section. The scoring system is used to indicate how well an application meets the funding criteria for the project.

Scoring Rubric

Competitive Priorities	
On the left, check the competitive priority points the applicant is pursuing. On the right, after reviewing the application in its entirety, assign the competitive priority points that evidence shows the applicant qualifies for.	
_____ Priority 1: Applications submitted jointly (5 points)	Points Assigned _____

_____	Priority 2: Schools in Improvement: Current CSI, TSI, or ATSI schools (5 points)	_____
_____	Priority 3: ESSA targeted schools priority (students at-risk) (5 points)	_____
_____	Priority 4: Expanded Accessibility of Services (5 points)	_____
_____	Priority 5: Increasing Geographic Equity: Serves an LEA without a current 21st CCLC program (5 points)	_____
	Total Priority Points Earned	_____
Reviewer's Comments		

Application Details– Maximum 160 points

Component I: General Information (*Required – No Points but Mandatory for Eligibility*)

Criteria: Completeness and accuracy of all required fields (program name, schools, LEA, location, grades, enrollment, poverty %, schedule, transportation, rural/urban, prior grants, funding calculation, recruitment plan, competitive priorities).

Level	Description
Exemplary	All fields completed accurately and thoroughly; program name includes “21st CCLC”; funding calculation correct; recruitment and retention narrative provided; competitive priorities selected with evidence.
Meets	Most fields completed; minor omissions or unclear details (e.g., incomplete schedule or missing prior grant info).
Approaches	Several fields missing or vague; unclear funding calculation or recruitment plan.
Insufficient	Major omissions; fails to identify schools or program structure.
N/A	Only for optional fields (e.g., summer details if not proposed).

Component 2: Needs Statement – Maximum 30 points

2A. Needs Assessment Process & Findings (15 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
13–15	Clear timeline; multi-source data; partner involvement; transparent analysis; defined needs tied to proposal.	Specifies when development began, what data were collected (attendance, discipline, poverty, crime, workforce), how sources were analyzed, and how findings formed agreed-upon needs driving design.
9–12	Adequate timeline and data; partners noted; analysis described; needs mostly aligned.	Details present but limited depth (partner roles/method). Needs align to the program with minor gaps.
5–8	Minimal timeline; few data sources; limited partner involvement; unclear analysis; partial linkage.	Descriptive rather than analytical; weak link from findings to design.
0–4	Missing timeline/data/partners/analysis; needs not connected to design.	Insufficient for defensible program justification.

2B. Student & Family Needs (15 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
13–15	Specific student data (reading/math levels; # below proficiency); family needs (literacy, education, involvement, transportation); private school needs; summer needs (if proposed).	Current, disaggregated data explicitly linked to services; private school consultation informs needs; summer needs articulated.
9–12	Student data and family needs present; limited disaggregation; private/summer needs briefly addressed.	Clear but not comprehensive; adequate linkage to activities.
5–8	General statements; limited specific data; weak treatment	Anecdotal/outdated data; service alignment unclear.

	of family/private school needs; summer not addressed.	
0-4	Missing key data or family needs; no linkage to services; required elements absent.	Does not meet minimum expectations for data-informed planning.

2C. Existing Program Description – 0 Points to Deduction of up to –5

The applicant **must**, if an after-school program or summer program is currently operating at the proposed site, describe:

- The current program, including:
 - The number of students being served.
 - The number of paid staff.
 - The source of funding.
 - How many days/hours per week the program is operating.
- How the proposed 21st CCLC will operate in conjunction with the existing program.
- The impact of the proposed project on the existing program in terms of days/hours of operation, number of students served, services/activities provided, participation fees (if applicable), etc.

• **Select Deduction:**

0 – N/A OR Adequate description- Fully describes current program and integration plan

–3 – Partial description of current program with little to no integration plan

–5 – Inadequate or missing description of current program with no integration plan

Component 3: Project Design – Maximum 70 points

3A (Part 1). Performance Goals 1–3 & Required Objectives (10 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
9–10	Includes all required objectives for academics, attendance, behavior; SMART additions as needed; measurable/time-bound/realistic.	Required measures: 50% BOY→EOY growth in math & ELA; 45% improve state assessment levels; 92% improve attendance & classroom performance; 80% reduce discipline incidents.
6–8	Required objectives present; some SMART detail; minor clarity issues.	Targets included but measurement plans need sharpening.

3–5	Missing one required objective or vague targets; SMART criteria weak.	Limited measurability or relevance.
0–2	Multiple required objectives missing; not SMART.	Does not meet baseline.

3A (Part 2). Performance Goals 4–6 & SMART Objectives (20 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
18–20	SMART objectives fully address health & wellness, service-learning/civic responsibility, and family engagement; derived from needs; targets & measures clear.	Objectives specify who/what/when/to what extent and map to required goals 4–6.
13–17	Objectives present for all three goals; measurable but some indicators/timelines need strengthening.	Solid alignment; minor gaps.
7–12	One goal lacks a robust objective or objectives are not fully SMART; limited tie to needs.	Needs-objective alignment unclear.
0–6	Missing objectives for one or more goals; vague/non-measurable.	Not scorable to standards.

3B. Description of Strategies & Activities (20 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
18–20	Detailed student activities per objective (hours/week, days, weeks/year, total hours, provider/partner); summer activities detailed; strong evidence-based rationale with sources; coordinated with school-day learning.	Activities are innovative, engaging, and clearly mapped to objectives in Form 9; research citations noted.
13–17	Activities and timeframes provided; evidence-based or school-day coordination	Minor omissions in frequency or providers.

7–12	adequate but not comprehensive. Activities described generally; limited hours/frequency; minimal evidence-based; weak alignment.	Hard to link to objectives or evaluate scope.
0–6	Missing required detail; no evidence-based; not coordinated with school-day.	Fails to meet minimum description standards.

3C. Student & Family Support (10 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
9–10	Projected services for students & families (counts); social/behavioral supports; daily snacks/meals type/preparation/funding compliant; robust family literacy activities with coordinators; summer services defined.	Clear, feasible plan with compliant funding sources and alignment to rules.
6–8	Most elements present; minor detail gaps (meal funding specifics or coordinator roles).	Generally compliant and aligned.
3–5	Limited service detail; snacks/meals unclear; weak family literacy plan.	Risk of non-compliance or under-serving families.
0–2	Missing key elements; not compliant on meals; no plan for families.	Not scorable.

3D. Evaluation Strategies (10 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
9–10	Clear outcome measures (learning, attendance, behavior); robust data plan (types, timing, analysis); roles by position (incl. external evaluator); reporting & continuous improvement described; mirrored in Form 9.	Comprehensive and feasible evaluation aligned to GPRA and program objectives.
6–8	Outcome measures and data collection present; some	Adequate but could be more specific.

	role/timing details need elaboration; improvement loop noted.	
3–5	General outcome measures; limited data collection/analysis details; roles unclear.	Weak evaluability.
0–2	Missing a viable evaluation plan.	Not scorable.

Component 4: Management – Maximum 30 points

4A. Capacity, Collaboration & Governance (20 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
18–20	Demonstrated success/capacity; job descriptions & qualifications; PD plan (topics/facilitators/frequency); active collaboration (LEAs, CBOs, FBOs); Advisory Council roster/roles/schedule; coordination across programs (no supplanting).	Comprehensive, feasible management with clear command and resource coordination.
13–17	Most elements present; PD or advisory details need depth; coordination is described.	Sound plan with minor gaps.
7–12	Partial capacity evidence; job descriptions or PD limited; collaboration/advisory vague.	Risk in implementation fidelity.
0–6	Missing key elements; unclear management or governance.	Not scorable.

4B. Communication & School-Day Collaboration (20 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
18–20	Community dissemination plan; public notice & public review; defined roles/timeline/topics for student/parent/community communication; daily/weekly collaboration with school-day staff; collaboration liaison named per site; coverage includes academics,	Strong accessibility and alignment with school systems; transparent engagement.

	attendance, behavior, family engagement.	
13–17	Communication plan adequate; liaison identified; timelines or topics could be stronger.	Minor specificity gaps.
7–12	General communication; liaison role unclear; limited school-day collaboration.	Risks in stakeholder engagement.
0–6	Missing required public notice or liaison; access not addressed.	Not scorable.

Component 5: Adequacy of Resources & Sustainability – Maximum 30 points

5A. Staffing, Site Building, Safety, & Partner Contributions (10 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
9–10	Staffing meets 12:1 academic ratios; site details (sq. ft., safety, accessibility); school safety plan alignment & extended-day differences; safety plans (drills, crisis, medication, health, disaster); partner contributions defined.	Comprehensive operational readiness.
6–8	Most elements covered; minor safety or site detail gaps.	Feasible with refinements.
3–5	Limited staffing or site information; safety plans incomplete; partners vague.	Operational risk.
0–2	Missing core readiness elements.	Not scorable.

5B. Transportation Plan (10 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
9–10	Safety compliance (permissions, walkers/drivers, field trips); secure drop-off/pick-up & sign-in/out; provider identified; round-trip distances (if non-school site); REAP rural eligibility considered; other logistics detailed.	Coherent for AY, Saturday, and summer programs.

6–8	Plan present with minor gaps (e.g., distances or REAP detail).	Generally sound.
3–5	General plan; security procedures or provider unclear.	Safety/feasibility concerns.
0–2	Missing key safety or logistics.	Not scorable.

5C. Sustainability (10 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
9–10	Clear goals/objectives (years 1–2); partner commitments (financial/in-kind); other revenue sources; strategies after funds decrease/cease.	Robust sustainability aligned to supplement-not-supplant.
6–8	Plan present with minor specifics needed on partners or revenue.	Feasible with additions.
3–5	General statements; few concrete commitments.	Sustainability risk.
0–2	No viable sustainability plan.	Not scorable.

Budget – Maximum 50 points

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
45–50	Complete, compliant AY & summer budget; each line linked via narrative to goals/objectives/strategies/activities; caps met (PD ≤10%, transportation ≤30%, admin+indirect ≤30%); includes EZReports \$900/site and mandatory PD travel.	Strong fiscal design, traceable to program activities; aligns with allowability & allocability.
35–44	Budget complete; minor linkage issues; caps met; required fixed costs present.	Small corrections needed for clarity.

20–34	Partial narratives; some lines not linked; a cap nearly exceeded; a required cost omitted.	Requires substantial revision; risk of disallowances.
0–19	Major omissions; multiple caps violated; narratives missing	Not approvable without significant changes.

Required Documents – Scored Forms 8, 9, and 10 – Maximum 40 points

Form 8: Projected Weekly Schedule – (10 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
9–10	Weekly schedules for AY and Summer (if applicable); per grade: activity name, location, responsible person; adequate duration & frequency aligned to objectives; consistent days/times.	Operational map matches Component 3B and Form 9.
6–8	Schedules included; minor detail gaps (missing locations or facilitators in spots).	Generally workable.
3–5	Partial schedule (AY only or missing grades); limited frequency detail.	Needs completion to evaluate capacity.
0–2	Missing schedules or lacks required elements.	Not scorable.

Form 9: Multi-Year Program Design & Performance – (20 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
18–20	Required objectives populated with Target %, Strategies/Activities, Data Sources & Evaluation Methods, and Budget categories; additional objectives added for identified needs (e.g., science); ties clearly to Component 3 narratives.	Matrix is complete and serves as the central crosswalk for reviewers.

13–17	Most required rows complete; some targets or evaluation methods need precision; budget mapping adequate.	Minor improvements would strengthen evaluability.
7–12	Several rows incomplete; weak data sources or budget mapping; few added objectives for identified needs.	Hard to assess feasibility.
0–6	Missing targets/strategies/evaluation/budget in many rows; additional objectives absent.	Not scorable.

Form 10: Job Descriptions – (10 pts)

<i>Score Range</i>	<i>Criteria</i>	<i>Description</i>
9–10	Job descriptions uploaded for all 21st CCLC positions (Program Director, Site Coordinator, academic/enrichment staff); include title & summary, reporting, KSAs/qualifications, essential duties, ADA requirements; tailored (not copied verbatim).	Roles and responsibilities are clear and aligned to program needs and compliance.
6–8	Most positions covered; minor omissions in KSAs or duties; some reliance on example language.	Acceptable with edits to tailor.
3–5	Few positions described; vague duties or qualifications; heavy copy of examples.	Lacks specificity; risks compliance gaps.
0–2	Missing job descriptions or key elements.	Not scorable.

Appendix B Required ALSDE Forms

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 1: Cohort 27 Application Cover Page

Applicant Name/ Fiscal Agent: _____

School(s) to be served: _____

The 21st CCLC will serve students (check one or both and complete calculation):

_____ Academic Year (if checked, complete calculation below)

_____ (# of participants) x _____ (# of program hours) x \$6.00 = \$ _____
Eligible Academic Year Funding

_____ Summer (if checked, complete calculation below) +

_____ (# of participants) x _____ (# of program hours) x \$6.00 = \$ _____
Eligible Summer Funding

Total Eligible Funding (max \$350,000)= \$ _____

Transportation Supplement:

Will transportation be provided? +

_____ Yes (add \$10,000) _____ No (add \$0) \$ _____
(transportation supplement)

Will the 21st CCLC serve students who attend a school in an LEA/school district that is REAP

(Rural Education Achievement Program) eligible? +

_____ Yes (add an additional \$10,000) _____ No (add \$0) \$ _____
(rural supplement)

Total Amount of Funds Requested: = \$ _____

Priority Points Claimed:

- This application is a joint/co-applicant proposal (5 points): _____ Yes _____ No
- This 21st CCLC will serve schools "In Improvement"

(CSI, TSI, ATSI) (5 Points): _____ Yes _____ No

• This 21st CCLC will target students at risk of academic failure, dropping out, criminal or delinquent behavior, etc. (5 points) _____ Yes _____ No

• This 21st CCLC will expand services (5 points): _____ Yes _____ No

• This 21st CCLC will increase geographic equity (5 points): _____ Yes _____ No

Total Number of Priority Points Claimed _____

For LEA Applicants Only: Cost Center Code _____

Designated Project Manager Name: _____

Phone Number _____ Email: _____

I certify that I am authorized by the governing board of the above-named school system or other eligible entity to submit this application: that all assurances, certifications, and disclosures submitted with the application will be observed; that the program will be implemented as described; and that the governing board is responsible for complying with all state and federal requirements, including any audit exceptions.

Signature of Designated Project Manager

Date

Signature of LEA Superintendent
or Authorized Official

Typed or Printed Name

Date

Alabama State Department of Education (ALSDE)
Evaluation, Accountability, and Support
Federal Programs Sections
21st Century Community Learning Centers (21st CCLC)

Form 2: Certifications and Assurances Signature Page

(This form must be signed by the individual from each proposed district, school, or organization who holds the title listed below.)

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the ALSDE's *Certifications and Assurances for Federal Subawards* if the subgrant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM).

Authorized Official (should be the CEO of organization or superintendent of LEA/school district)

Name:	
Position:	Email:
Telephone:	Fax:
Signature of Authorized Official:	Date Signed:

Financial Official

Name:	
Position:	Email:
Telephone:	Fax:
Signature of Financial Official:	Date Signed:

Superintendent (if not Authorized Official)

Name:	
Telephone:	Email:
Signature of Superintendent:	Date Signed:

Please complete, print, and obtain signatures. Upload the signed, scanned form into eGAP Required Documents prior to application submission.

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Section

21st Century Community Learning Centers (21st CCLC)

Certifications and Assurances for Federal Subawards

I certify that this applicant:

- Has the legal authority to apply for federal assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application
- Will give the Alabama State Department of Education (ALSDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives
- Has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures, as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- Will also comply with the Office of Management and Budget 2 CFR Part 200 Subpart E-Cost Principles related to the allowability, reasonableness, and allocability of costs consistent with the approved budget and also by maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records depending upon the amount of time spent on cost objectives
- Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the ALSDE for costs related to this grant
- Will initiate and complete work within the applicable time frame after receipt of approval by the ALSDE
- Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability and comply with *Title VI of the Civil Rights Act of 1964*, Section 504 of the *Rehabilitation Act of 1973*, Title IX of the Education Amendments of 1972, the *Age Discrimination Act of 1975*, and Titles I, II, and III of the *Americans with Disabilities Act of 1990* (ADA). The grantee will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability
- Will comply with the *Family Educational Rights and Privacy Act*. (20 U.S.C. §1232g; 34 CFR Part 99)
- Will comply with 2 CFR Part 25 and register and receive a unique entity identifier, fulfill the requirement for the [System for Award Management](#), maintain the currency of the registration throughout the full grant term, and allow access by the granting agency to ensure compliance
- Will comply with 2 CFR 200.112 and disclose in writing any potential conflict of interest to the ALSDE

- Will comply with 2 CFR 200.113 and disclose in writing to the ALSDE all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award

Program-Specific Assurances

The applicant agrees to abide by the ALSDE Program Specific Assurances by signing and submitting the Certification Signature Page.

The applicant assures that:

- The project will take place in a safe, easily accessible facility that is conducive to an effective learning environment.
- The project was developed and will be carried out in active collaboration with the schools the students attend.
- The project will primarily target students who attend schools eligible for Title I school-wide programs and their families.
- The funds awarded will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of these federal funds, be made available for authorized programs and activities and will not supplant federal, state, local, or nonfederal funds; This assurance also applies to Summer program funds which may not be used to pay for services, such as the Summer Reading Camps, which are required by state law.
- The community was notified of the applicant's intent to submit an application.
- The applicant, after the submission, will make the application and any waiver request available for public review.

Form 3: Memorandum of Understanding (MOU) Template

Please note that items highlighted in grey are instructions or items that need to be modified in the contract. To maintain professionalism, highlighted instructions should be removed from the MOA before execution.

Memorandum of Understanding (MOU)

between

21st CCLC Subgrantee

and

(Applicable Date Range)

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the [insert name of subgrantee] (“Subgrantee”) and the insert name of partner (“Partner”) who are providing services and/or financial support to the subgrantee’s 21st Century Community Learning Centers (21stCCLC) program.

21st CCLC subgrantee name: _____

21st CCLC representative: _____

Position: _____

Address: _____

Telephone: _____

Fax: _____

E-mail: _____

Partner name: _____

Partner representative: _____

Position: _____

Address: _____

Telephone: _____

Fax: _____

E-mail: _____

Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 21st CCLC subgrant. This MOU is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program (including all services provided under this 21st CCLC program during the summer, before and after school, weekends, evenings, in-service days, vacation

breaks, etc., as applicable) for students, family engagement activities, staff development, supervision, and program evaluation.

21st Century Community Learning Centers Vision and Overview

This portion of the MOU should be modified to explain the collective vision and overview of the program. Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision and all parties provide documentation/data as required by the ALSDE for the program and have a common understanding as to the scope and purpose of the program.

Duration

The agreement is for a period of one year beginning on _____ and ending on _____ and may be renewed annually up to five years.

Duties of Parties

Subgrantee's responsibilities include: (Italicized bullets are examples only; please modify as necessary by removing bullets that do not apply or adding bullets, as needed, to fully give a full and accurate picture of the Subgrantee's scope of work.)

- *Serve as the fiscal agent for the grant.*
- *Provide needed support, including office space, telephone use, and computer use for afterschool staff.*
- *Provide classroom space and all other appropriate space to accommodate the afterschool program.*
- *Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe after school.*
- *Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.*
- *Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.*
- *Participate in the evaluation of the afterschool program at the local, state, and federal levels.*
- *Complete and timely submit all paperwork and reports related to any association with the program.*
- *Provide access to assessment and other available data for the purposes of program evaluation.*
- *Assist the program in developing, implementing, and making progress on its sustainability plan.*
- *Recruit and refer students to the afterschool program.*
- *Participate on the Advisory Team.*

Partner's responsibilities include: (italicized bullets are examples only; please modify as necessary by removing bullets that do not apply or adding bullets, as needed, to give a full and accurate picture of the Partner's scope of work. **(Non-italicized bullets are required in all MOUs—these should not be removed.)**)

- *Assume payroll responsibilities for afterschool positions, as budgeted.*
- *Provide classroom space and all other appropriate space to accommodate the afterschool program.*
- *Recruit and refer students to the afterschool program.*
- *Communicate and collaborate with school partners about curriculum and instruction.*
- *Support the afterschool program in developing appropriate curricula, running an effective academic assistance and/or tutoring program, and establishing clear linkages with the school day.*
- *Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school-based staff committed to working in the program.*
- *Provide access to assessment and other available data for the purposes of program evaluation.*
- *Participate in the evaluation of the afterschool program at the local, state, and federal levels.*
- *Assist the program in developing, implementing, and making progress on its sustainability plan.*
- *Participate in the Advisory Team.*
- Require all staff it employs and any contractors or other individuals that work directly with students to obtain appropriate fingerprinting and background checks before working with students.
- Provide [services or financial assistance, etc.] only as permitted by the 21st CCLC program and only at hours approved under the 21stCCLC program, specifically [insert afterschool, before school, summer, etc.].
- Timely complete all reports, paperwork, or other documentation requested and provide documentation of all services/goods rendered.
- Provide timely access to Subgrantee of all records related to performance, compliance, and completion of this Contract.
- Provide all allowable personally identifiable information under applicable federal, state, and local laws, for all applicable students and participants in the program as required to meet the 21st CCLC program goals, objectives, and requirements to the Subgrantee, and to take appropriate steps to protect such information from unallowable disclosures to third parties.
- Destroy all copies of records containing personally identifiable information once such records are no longer needed for the performance of duties or objectives under this MOU.

- Meet all applicable federal, state, and local health and safety and civil rights laws.
- [insert any other additional applicable federal, state, and local requirements here.]

Advisory Board

As a 21st CCLC partner, [name of Partner] will provide a representative to actively participate on the advisory board. The Advisory Team will meet at least two times per year, or as needed, about key decisions and issues related to successful program implementation. The advisory board provides recommendations and guidance for programming.

The Subgrantee will oversee and make all day-to-day decisions, in consultation with the 21st CCLC staff, when appropriate, for the operations of the program.

Funding

[In this section, clearly describe the **financial obligations** by both parties, as applicable. Include the amount for each separate category (salaries, contracted services, materials and supplies, etc.) and which party is responsible for associated costs.] Partner agrees to abide by the Subgrantee’s approved budget for the 21st CCLC program, and the Subgrantee will ensure that Partner is involved in the budget-making process. Any obligations included in this agreement will align with Subgrantee’s approved budget.

In addition, the Partner will provide_____, if applicable. (List funds, services, and other commitments)

Availability of Federal Funds

This MOU is subject to the appropriations and receipt of federal funding under Title IV, B of the ESEA to the subgrantee. If subgrantee, for any reason, fails to receive its subgrant award or any continuation subgrant awards, then this MOU terminates upon notice to the partner.

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the State Director within ten (10) business days.
- Any party to the MOU may terminate its participation in this MOU by giving written notice of intent to terminate to each of the partners. In such a case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partner’s participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.
- If partners cannot come to a mutual agreement, the Subgrantee will have final decision-making authority.

Other Provisions

[insert any other required provisions per state or local law].

Signatures

All parties in this agreement sign to confirm their acceptance of its terms by their signature.

Subgrantee Signature

Partner Signature

Subgrantee Representative Name Printed

Partner Representative Name Printed

Date

Date

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Section

21st Century Community Learning Centers (21st CCLC)

Form 4: Superintendent Support Certification

The ALSDE expects each 21st CCLC program to collaborate and cooperate with regular school academic programs and help students meet state and local College and Career-Ready Academic Standards. Accordingly, 21st CCLC grantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, the superintendent and each principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the proposed project.

LEA Leadership (Superintendent, Assistant Superintendents, LEA Board, etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state (ALSDE) and local 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate for the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders, including between the 21st CCLC leadership and the leadership of the school(s) whose students they serve.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data per GPRA requirements.
4. Assist the 21st CCLC staff with its assessment process. The LEA must provide access to state-administered assessment results, regular school attendance data, and student behavior data. Documentation may also include qualitative data on family contact time at the community learning center, parent surveys, student surveys, student grades, GPAs, regular school-day teacher surveys, portfolios, anecdotal information, and safety data.
5. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
6. Participate in meetings as deemed appropriate, necessary, and/or as requested by the ALSDE.
7. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as outlined in the grant application.

Name of LEA _____

By signing, I certify that I have reviewed, understand, and agree to my roles and responsibilities as an LEA leader in supporting the 21st CCLC program(s) in my district, and will adhere to all guidelines, regulations, and assurances as outlined in the grant application.

Name of Superintendent (print)

Original Signature

Date

***Form 4 should be printed, signed, and uploaded for each LEA Superintendent whose students are or will be served by the 21st CCLC program.**

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Section

21st Century Community Learning Centers (21st CCLC)

Form 5: Principal Support Certification

The ALSDE expects each 21st CCLC program to collaborate and cooperate with regular school academic programs to help students meet state and local College and Career-Ready Academic Standards. Accordingly, 21st CCLC grantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, the superintendent and each principal of the school(s) whose students are served through the program must demonstrate commitment and buy-in to the ongoing success of the proposed project.

School Leadership (Principal, Assistant Principal(s), etc.) must agree to the following roles and responsibilities:

1. Maintain knowledge of state (ALSDE) and local 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate for the program in the school district and community.
2. Champion the 21st CCLC program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school-day objectives.
4. Meet weekly/bi-weekly with the Program Director, Site Coordinator(s), or School Liaison to communicate accomplishments and/or identify any areas of opportunity.
5. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, email, newsletters, websites, or by whatever means needed.
6. Visit 21st CCLC programs monthly to support efforts.
7. Commit to 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data in PowerSchool for grantee to meet federal GPRA measures (**data sharing agreement is recommended**). Ensure that all students participating in the 21st CCLC program are marked as 21st CCLC in PowerSchool upon their enrollment into the program.
9. Assist with research and evaluation activities, including the collection and management of data (including grant impact) as directed by the ALSDE team.
10. Include the work of the 21st CCLC program within the school and LEA ACIP plan.
11. Participate in meetings as deemed appropriate, necessary, and/or as requested by the ALSDE. **Principals of schools with students served by the 21st CCLC must agree to attend a mandatory virtual 21st CCLC Principal's Meeting at the start of each year of the grant (attendance by the principal is strongly preferred, but an assistant principal may attend as an alternate if necessary).**
12. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as outlined in the grant application.

Name of Eligible School _____

By signing, I certify that I have reviewed, understand, and agree to my roles and responsibilities as a school leader in supporting the 21st CCLC program, and will adhere to all guidelines, regulations, and assurances as outlined in the grant application.

Name of Principal	Original Signature	Date
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Email address	Office Phone #
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***Form 5 should be printed, signed, and uploaded for each school Principal whose students are/will be served by the 21st CCLC program.**

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Section

21st Century Community Learning Centers (21st CCLC)

Form 6: Private School Consultation Form

The *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *Every Student Succeeds Act (ESSA)* of 2015, requires that all subgrantees receiving funds under the 21st Century Community Learning Centers program (21st CCLC), authorized under Title VIII, Part F, must, after timely and meaningful consultation with appropriate officials of private schools located in the area served by the subgrant, provide to private school children and educators educational services and other benefits that are equitable in comparison to such services and other benefits provided with program funds to public school children and educators. ESEA §§ 8501–8506(b)(1)(B)). The requirement to provide for the equitable participation of eligible private school children and educators applies regardless of whether a subgrantee is an LEA, CBO, or other eligible entity.

An entity applying for a 21st CCLC subgrant must consult with appropriate private school officials regarding equitable services at the program development stage before submitting its application, i.e., before the entity makes any decision that affects the opportunities of eligible private school children and educators to participate. (ESEA section 8501(c)(3)). Such consultation might include a brief survey of non-public schools or other information gathering to indicate the schools’ interest in participating and the needs of the population to be served.

Are any private schools located in the area to be served by the proposed center? Select your response below:

- There are no private schools located within the area proposed to be served by this center.
- There are private schools located within the area proposed to be served by this center. These private schools were consulted (methods and dates listed below) before the development of the 21st CCLC application.

Private school(s) within the area/attendance boundaries of the school(s) proposed to be served by this center:

Private School Consultation			
Private School Name			
Name and Title of Private School Official		Phone/ Email	
Date(s) and Type(s) of 3 contact attempts for consultation			
Did this private school decline to participate?	If yes, list reason(s) for		

Yes	No	declining to participate.	
-----	----	---------------------------	--

Private School Consultation			
Private School Name			
Name and Title of Private School Official		Phone/ Email	
Date(s) and Type(s) of 3 contact attempts for consultation			
Did this private school decline to participate? Yes No	If yes, list reason(s) for declining to participate.		

Private School Consultation			
Private School Name			
Name and Title of Private School Official		Phone/ Email	
Date(s) and Type(s) of 3 contact attempts for consultation			
Did this private school decline to participate? Yes No	If yes, list reason(s) for declining to participate.		

Name of 21st CCLC Site _____

Signature of Applicant's Authorized Representative

Date

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 7: Community Partnership Agreement

Name of 21st CCLC Site: _____

By signing this document, you are certifying that you are a contributing community partner to the 21st Century Community Learning Center and are committed to its ongoing success, as the center seeks to serve students and families in your community. The listing below does not infer the same level of commitment as that of a Joint/Co-Applicant.

Legal Name of Participating Agencies	Committed Goods/Services Frequency of Services	Print Name and Phone Number	Authorized Signature

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 8: Projected Weekly Schedule (Academic Year/Summer)

Name of 21st CCLC Site: _____

A Weekly Schedule should be uploaded for the academic year and the summer, if applicable. Modify and add rows as needed. Each activity should specify the subject/activity name, location, and person responsible. An alternative chart/template may be used if desired.

21st CCLC Program at _____ (school or site) After-School Schedule, Year _____							
GRADES	TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (HS only)

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 9: Multi-Year Program Design and Performance Form

The following performance goals and objectives (performance measures) *are required* of all 21st Century Community Learning Centers subgrantees. If additional objectives (performance measures) associated with needs identified in the needs statement section are required, they *must* be added to the chart using the blank rows provided. For example, if low science performance is noted in the needs statement section, the applicant must develop an objective (performance measure) related to science. Insert additional rows if necessary. Complete the Target %, Strategies and Activities, Data Source(s), Evaluation Methods, and Budget sections for each Objective (Performance Measure).

Objective (Performance Measure)	Target (%)	Strategies and Activities— Include those strategies, activities, and/or services specifically chosen to influence the area addressed by the performance indicator.	Data Source(s) and Evaluation Methods— List all data sources used to examine this indicator.	Budget— List the specific budget categories (salaries/benefits, purchased services, supplies, etc.) that will be impacted by the strategies, activities, and/or services associated with the objective and indicate whether all or a portion of the cost will be charged to the subgrant or in-kind.
Performance Goal i.: Students regularly participating in the program will meet or exceed state and local academic achievement standards in mathematics and English language arts (ELA)/reading.				
i.a. The percentage of regular program participants who will show a minimum of 10% growth from the beginning of the year (BOY) to the end of the year (EOY) on district-provided benchmark assessments in mathematics.	50%			
i.b. The percentage of regular program participants who will improve their mathematics performance level on the state standardized assessment from the prior year to the current year.	45%			

Objective (Performance Measure)	Target (%)	Strategies and Activities— Include those strategies, activities, and/or services specifically chosen to influence the area addressed by the performance indicator.	Data Source(s) and Evaluation Methods— List all data sources used to examine this indicator.	Budget— List the specific budget categories (salaries/benefits, purchased services, supplies, etc.) that will be impacted by the strategies, activities, and/or services associated with the objective and indicate whether all or a portion of the cost will be charged to the subgrant or in-kind.
i.c. The percentage of regular program participants who will show a minimum of 10% growth from the beginning of the year (BOY) to the end of the year (EOY) on district-provided benchmark assessments in ELA/reading.	50%			
i.d. The percentage of regular program participants who will improve their reading performance level on the state standardized assessment from the prior year to the current year.	45%			
Performance Goal ii.: Students regularly participating in the program will show improvement in school attendance and classroom performance.				
ii.a. The percentage of regular program participants who will show improvement in school attendance by reducing their number of days absent from the prior year to the current year.	92%			

Objective (Performance Measure)	Target (%)	Strategies and Activities— Include those strategies, activities, and/or services specifically chosen to influence the area addressed by the performance indicator.	Data Source(s) and Evaluation Methods— List all data sources used to examine this indicator.	Budget— List the specific budget categories (salaries/benefits, purchased services, supplies, etc.) that will be impacted by the strategies, activities, and/or services associated with the objective and indicate whether all or a portion of the cost will be charged to the subgrant or in-kind.
ii.b. The percentage of regular program participants who will show improvement in classroom performance, including homework completion and class participation, from the first marking period to the last marking period of each academic year as reported by teachers.	92%			
Performance Goal iii.: Students regularly participating in the program will show improvement in behavior by having reduced discipline referrals				
iii.a. The percentage of regular program participants who will show improvement in their school behavior by reducing their number of discipline incidents from the prior year to the current year.	80%			
iii.b.				
iii.c.				
iii.d.				
Performance Goal iv.: Students regularly participating in the program will demonstrate holistic health and wellness by exhibiting positive self-awareness, social awareness, relationship skills, decision-making skills, and self-management.				
iv.a.				

Objective (Performance Measure)	Target (%)	Strategies and Activities— Include those strategies, activities, and/or services specifically chosen to influence the area addressed by the performance indicator.	Data Source(s) and Evaluation Methods— List all data sources used to examine this indicator.	Budget— List the specific budget categories (salaries/benefits, purchased services, supplies, etc.) that will be impacted by the strategies, activities, and/or services associated with the objective and indicate whether all or a portion of the cost will be charged to the subgrant or in-kind.
iv.b.				
iv.c.				
iv.d.				
Performance Goal v.: Students regularly participating in the program will demonstrate civic responsibility and strengthen their community through service-learning projects.				
v.a.				
v.b.				
v.c.				
v.d.				
Performance Goal vi.: Families of students regularly participating in the program will demonstrate increased engagement in their child’s learning and school community.				
vi.a				
vi.b				
vi.c				
vi.d				
Other Performance Goals may be added, as needed, based on the needs assessment.				

Alabama State Department of Education (ALSDE)

Evaluation, Accountability, and Support

Federal Programs Section

21st Century Community Learning Centers (21st CCLC)

Form 10: Example Job Descriptions

Please note that the job descriptions below are provided as examples only and should not be copied verbatim. Organizations should develop their own job description for each staff position based on their program needs and organizational standards.

Example Program Director's Position Description

(Mandatory Title for All Programs)

Summary

This position will plan, develop, write, administer, coordinate, and maintain the 21st CCLC subgrant-funded program that will serve district/community students.

Reports to:

KNOWLEDGE & SKILLS REQUIRED:

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Skills required, but not limited to, for this position include:

1. Demonstrating principles of project management.
2. Providing leadership and motivating staff.
3. Collecting and analyzing student data.
4. Evaluating programs in relation to needs.
5. Applying budgetary principles.
6. Applying supervisory techniques.
7. Using computer-related software.
8. Understanding human resource and finance procedures.
9. Demonstrating instructional services to students.
10. Engaging and encouraging communication skills while interacting with supervisors, staff, students, parents, etc., to exchange/gather information.

Essential Duties

1. Provide progressive and dynamic leadership to the program, staff, students, parents, and community.
2. Research grant opportunities available to the district/agency.
3. Write and submit grants to the appropriate sources for present and future funding.
4. Track measurable goals and objectives for programs as outlined in grant proposals.
5. Provide leadership in developing sustainability needs for future years; research and develop relationships for sustainability.
6. Seek donations and additional grant funds to sustain the program.
7. Recruit and hire appropriate employees and volunteers to participate in programs.
8. Research, identify, analyze, and implement the needs of the programs through appropriate assessments.

9. Project, track, and balance budgets to ensure that they comply with program and district/agency financial policies, procedures, and requirements.
10. Manage allocated budget by tracking expenditures, requesting budget transfers, ensuring contracts for purchased services are complete before work begins, submitting contractor invoices in a timely manner, determining needs for materials and supplies, inputting electronic/manual purchase requisitions, maintaining purchase order log, and submitting receipts and other paperwork to the appropriate persons or departments.
11. Report verbally and in writing to the appropriate administrator(s)/board of directors on progress and future direction in connection with the programs.
12. Manage and support the staff involved with the project, providing supervision and guidance in support of their efforts.
13. Represent the school, the district, and/or agency as a liaison, advocate, and coordinator of the programs as described in the program requirements.
14. If applicable, interact with students as a group as well as individually. Identify students who need special services such as individual mentoring; follow the progress of students and make sure that appropriate support services are provided to these students.
15. May hold individual meetings with students and parents. Keep records of each student's progress towards accomplishing the steps required through the program's grant components.
16. May plan, publicize, recruit, and carry out activities for students that meet the guidelines of grants.
17. Work with community and district partners to fulfill the requirements of grants.
18. Organize project activities, training, and development where appropriate.
19. Provide the support and guidance necessary to ensure that program elements sponsored by other organizations are introduced smoothly.
20. Support SCDE-designated project evaluators by gathering student data; helping compose, distribute, and collect surveys; and completing other activities necessary for project evaluation purposes.
21. Provide professional development.
22. May provide support to the summer program if one is scheduled.
23. Perform related duties as required.

Qualifications

1. Required
 - Bachelor's degree.
 - Excellent written and oral communication skills.
 - Ability to write & research grants.
2. Desired
 - Master's degree or higher.
 - Experience in a supervisory position.
 - Work experience related to grant programs/proposals.
 - Teaching certificate in the areas of math, English language arts, social studies, or science.
 - Some experience managing federally funded programs.

ADA Requirements

Physical & Mental Requirements

1. Ability to deal with stressful situations.
2. Possess analytical skills and a strategic mindset.
3. Ability to deal with a wide variety of community people, students, and vendors of services.

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Example Site Coordinator's Position Description (Mandatory Title for All Programs)

Summary

This position will implement program plans, coordinate, and maintain the 21st CCLC subgrant-funded program that will serve district/community students.

Reports to: **Program Director**

Essential Duties

1. Designs the program to meet the stated academic growth in core subject areas to meet the subgrant objectives. Coordinates the implementation of curriculum, instruction, and assessment programs in the after-school environment and monitors the instructional delivery to targeted students. Consults with the program's director, principals, and teachers to ensure the program goals are being met. Evaluates and adjusts class offerings to ensure targeted students' needs are being met.
2. Supervises site instructors and support staff for the 21st CCLC after-school programs, including interviewing and making hiring recommendations, completing site instructor agreements, observing classes, monitoring work performance, determining workloads, establishing work schedules, conducting performance evaluations, performing training functions, and maintaining records.
3. Acts as a liaison with community partners, school staff, students, and other stakeholders regarding the 21st CCLC program.
4. Develops lesson plans and activities, instructs students, maintains discipline, and evaluates students' development for the 21st CCLC programs, in concert with the program director.
5. Monitors student attendance of the programs by collecting attendance rosters, overseeing the attendance database, and tracking the number of days in attendance per student.
6. Organizes project activities, training, and development, where appropriate.
7. Provides the support and guidance necessary to ensure that program elements sponsored by other organizations are introduced smoothly.
8. Supports ALSDE-designated project evaluators by gathering student data; helping compose, distribute, and collect surveys; and completing other activities necessary for project evaluation purposes.
9. Provides professional development.
10. May provide support to the summer program if one is scheduled.
11. Performs related duties as required.

Required

- Bachelor's degree.
- Excellent written and oral communication skills.

Desired

- Master's degree or higher.
- Experience in a supervisory position.
- Ability to write & research grants.
- Work experience related to grant programs/proposals.
- Teaching certificate in the areas of math, ELA, social studies, or science.
- Some experience managing personnel, students, and providers of services.

ADA Requirements

Physical & Mental Requirements

1. Ability to deal with stressful situations.
2. Possess analytical skills and a strategic mindset.
3. Ability to deal with a wide variety of community people, students, and vendors of services.

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; to reach with hands and arms; and to talk or hear. The employee frequently is required to stand; to twist, bend, reach, stoop, pull, lift, and walk; to sit; and to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance. The employee must frequently lift and/or move up to 25 pounds and occasionally lift and/or move more than 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

Form 11: Vendor Contract Template

Please note that items highlighted in grey are instructions or items that need to be modified in the contract. To maintain professionalism, highlighted instructions should be removed from the MOA before execution.

Contract

between

21st CCLC Subgrantee Name

and

[Contractor]

This contract sets forth the terms and conditions for the provision of goods and/or services by [insert name of contractor] ("Contractor") to [insert name of subgrantee] ("Subgrantee") for the Subgrantee's 21st Century Community Learning Centers (21stCCLC) program.

Contact Information

21st CCLC subgrantee name: _____

21st CCLC representative: _____

Position: _____

Address: _____

Telephone: _____

Fax: _____

E-mail: _____

Contractor name: _____

Contractor representative: _____

Position: _____

Address: _____

Telephone: _____

Fax: _____

E-mail: _____

Purpose

The purpose of this Contract is to establish the terms and conditions between the above-mentioned parties concerning the Contractor's provision of goods or services in support of the Subgrantee's 21st CCLC program.

Duration

The agreement is for a period of one year beginning on _____ and ending on _____ and may be renewed annually up to five years.

Scope of Services (*Italicized bullets are examples only; please modify as necessary by removing bullets that do not apply or adding bullets, as needed to give a full and accurate picture of the scope of services provided-- must include the types of services and how often they will be provided. **Non-italicized bullets are required in all contracts—these should not be removed.***)

- The contractor agrees to provide the following services/goods: *[insert amount and type of services]* _____ days a week/month/semester.
- Contractor agrees to provide all required materials and supplies.
- Contractor agrees to provide materials and curriculum.
- Contractor agrees to provide counseling and support *[amount and type]* hours/days a week/month/semester.
- Contractor agrees to support the out-of-school time program in developing appropriate curricula, running an effective academic assistance and/or tutoring program, and establishing clear linkages with the school day.
- Contractor agrees to establish a collaborative relationship between school day staff and out-of-school-time staff, including having a significant number of school-based staff committed to working in the program.
- Contractor agrees to participate in the evaluation, as requested, of the out-of-school-time program at the local, state, and federal levels.
- Contractor agrees to assist the Subgrantee, as requested, in developing, implementing, and making progress on its sustainability plan.
- Contractor agrees that all staff it employs and any individuals (including subcontractors) that work directly with students will obtain appropriate fingerprinting and background checks before working with students.
- Contractor agrees to provide services only as permitted by the 21st CCLC program, specifically *[insert after school, before school, summer, etc.]*.
- Contractor agrees to provide only allowable services as identified in this Contract or as otherwise agreed to by Contractor and Subgrantee in accordance with the 21st CCLC statute, guidance, and all other applicable program requirements.
- Contractor agrees to timely complete all reports, paperwork, or other documentation requested and provide documentation of all services/goods rendered.
- Contractor agrees to provide access to the Subgrantee of all records related to performance, compliance, and completion of this contract.
- Contractor agrees to provide all personally identifiable information on all students and participants in the program.
- Contractor agrees to ensure all personally identifiable information is protected from unauthorized disclosures according to all applicable local, state, and federal laws and

regulations, and that any such information is promptly destroyed once the contractor no longer needs the information to complete performance of this agreement.

- Contractor agrees to meet all applicable federal, state, and local health and safety and civil rights laws.

Funding and Compensation (bullets required)

- Contractor will invoice subgrantee as follows: [Insert contractor compensation and rates here]
- Contractor shall submit detailed invoices to the Subgrantee identifying the service rendered [insert details for invoicing, including how invoices should be submitted, details required, deadlines, etc.].
- **Availability of Federal Funds:** This contract is subject to the appropriations and receipt of federal funding under Title IV, B through the 21st CCLC program to the Subgrantee. If the Subgrantee, for any reason, fails to receive its subgrant award, or any continuation subgrant awards, then this contract terminates upon notice to the Contractor.

Modification and Termination

- The Contract may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised Contract requires a program amendment to be submitted to the ALSDE within ten (10) business days.
- Either Subgrantee or Contractor may terminate its participation in this Contract for cause or convenience by giving written notice of intent to terminate to the other party.
- Subgrantee may terminate Contractor's participation in this Contract for non-compliance with the Contract or applicable state or federal laws and regulations by written notice to the Contractor.
- In the event of a dispute arising under this Contract, if the parties are unable to come to a resolution by mutual agreement, the Subgrantee maintains final decision-making authority.

Federal Provisions *(required, as noted below—do not remove)*

Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549. Pursuant to the Federal Rule above, for federally-funded contracts over \$25,000 or for all telecommunications and video surveillance services or equipment, Contractor certifies that during the term of an award for all contracts by the Subgrantee resulting from this procurement process, Contractor

nor its principals is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

Domestic Preferences for Procurements—As appropriate and to the extent consistent with law, Subgrantee will, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). Pursuant to the Federal Rule above, when federal funds are expended by the Subgrantee, Contractor certifies, by signing this contract, that to the greatest extent practicable Contractor will provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States.

Ban on Foreign Telecommunications—Federal grant funds may not be used to purchase equipment, services, or systems that use “covered telecommunications” equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. Pursuant to the Federal Rule above, when federal funds are expended by the Subgrantee, Contractor certifies, by signing this Contract, Contractor will not purchase equipment, services, or systems that use “covered telecommunications”, as defined by 2 CFR §200.216, equipment or services as a substantial or essential component of any system, or as critical technology as part of any system.

Record Retention Requirements—When federal funds are expended by the Subgrantee for any contract resulting from this procurement process, the Contractor certifies that it will comply with the record retention requirements detailed in 2 CFR § 200.334. Contractor further certifies that it will retain all records as required by 2 CFR § 200.334 for a period of five years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

Certification of Equal Employment Opportunity—During the performance of this contract, the contractor agrees as follows:

(1) The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. Such action shall include, but not be limited to the following:

(A) Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment,

notices to be provided setting forth the provisions of this nondiscrimination clause.

(2) The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin.

(3) The contractor will not discharge or in any other manner discriminate against any employee or applicant for employment because such employee or applicant has inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant. This provision shall not apply to instances in which an employee who has access to the compensation information of other employees or applicants as a part of such employee's essential job functions discloses the compensation of such other employees or applicants to individuals who do not otherwise have access to such information, unless such disclosure is in response to a formal complaint or charge, in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or is consistent with the contractor's legal duty to furnish information.

(4) The contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of the contractor's commitments under this section and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

(5) The contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

(6) The contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

(7) In the event of the contractor's noncompliance with the nondiscrimination clauses of this contract or with any of the said rules, regulations, or orders, this contract may be canceled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

(8) The contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (1) through (8) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance. Provided, however, that in the event a contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the administering agency, the contractor may request the United States to enter into such litigation to protect the interests of the United States.

The contractor further agrees that it will be bound by the above equal opportunity clause with respect to its own employment practices when it participates in federally assisted construction work.

The next five Federal provisions may be removed from the contract if not applicable (see highlighted statements).

Rights to Inventions Made Under a Contract or Agreement (required for contracts with small businesses or non-profits)—Contractor agrees to comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.

Davis-Bacon Act, as amended (40 U.S.C. 3141-3148) (required for contracts over \$2,000 for construction, renovation, painting, etc.)—Contractor agrees to comply with all aspects of the *Davis-Bacon Act* (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, Contractor agrees to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, Contractor agrees to pay wages not less than once a week and submit weekly payroll reports to the Subgrantee.

Byrd Anti-Lobbying Amendment (31 U.S.C. 1352) (required for contracts over \$100,000)—Contractor certifies that it will not and has not used Federally appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352.

Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708) (required for contracts over \$100,000 involving employment of mechanics or laborers)—Contractor agrees to comply with

40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Contractor agrees to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Any work in excess of the standard work week will be compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. Contractor agrees that no laborer or mechanic will be required to work in surroundings or under working conditions that are unsanitary, hazardous, or dangerous.

Clean Air Act (42 U.S.C. 7401-7671q.) and the *Federal Water Pollution Control Act* (33 U.S.C. 1251-1387), as amended (required for contracts over \$150,000)—Contractor agrees to comply with all applicable standards, orders or regulations issued pursuant to the *Clean Air Act* (42 U.S.C. 7401-7671q) and the *Federal Water Pollution Control Act* as amended (33 U.S.C. 1251-1387). Any violations will be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Other Provisions

- [insert other provisions here as appropriate, for example, insurance, permission to subcontract, liability, indemnification, etc. It is strongly recommended that the subgrantee work with local counsel to ensure all required state and local clauses are also included in this Contract.]

Signatures

All parties to this Contract sign to confirm their acceptance of its terms.

21st CCLC Subgrantee Signature

Contractor Signature

Subgrantee Printed

Contractor Printed

Date

Date