

STATE OF ALABAMA DEPARTMENT OF EDUCATION



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<u>MEMORANDUM</u>

August 11, 2023

TO: City and County Superintendents of Education

FROM: Eric G. Mackey

State Superintendent of Education

RE: Alabama 21st Century Community Learning Centers Cohort 17 Grant Competition

Attached is the grant guidance for the 21st Century Community Learning Centers (21st CCLC) Cohort 17 three-year grant competition. 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 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 2015 in Title IV, Part B, of the ESEA by *Every Student Succeeds Act* (ESSA). The 21st CCLC programs provide academic enrichment, including providing tutorial services to help students meet challenging state academic standards and a broad array of additional services, programs, and activities during non-school hours or periods when school is not in session, such as before and after school, weekends, or during school breaks.

Only those identified as "eligible entities" may apply. An "eligible entity" is defined as a Local Education Agency (LEA), Community-Based Organization (CBO), Indian tribe, or tribal organization (as such terms are defined in Section 4 of the *Indian Self Determination and Education Act* (25 U.S.C. 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities (Section 4201(b)(3)). An educational service agency, a regional public multiservice agency authorized by State law to develop, manage, and provide services or programs to LEAs. Accordingly, any entity not under Federal or public supervision or control is a "private entity" for purposes of 21st CCLC eligibility, including a faith-based or for-profit private entity, if it can perform the functions of a community learning center is eligible.

Those interested in these funds must complete the online application by accessing the link at https://alabama.egrantsmanagement.com/ on or before Monday, September 15, 2023, by 11:59 p.m.

Additional information regarding the 21st CCLC grant can be found by visiting Home | Alabama 21st CCLC.

If you need assistance, do not hesitate to contact Ms. Annette Scogin, Education Administrator, at (334) 694-4858 or by email at annette.scogin@alsde.edu.

EGM/AS/JRE

Attachment

cc: Federal Programs Directors
Mrs. Angela Martin

Mrs. Shanthia Washington Dr. Molly Killingsworth Mr. Barry Kachelhofer

FY23-2065

2023-2024 GRANT GUIDANCE



Alabama State Department of Education
(ALSDE)
Division of Instruction
Federal Programs
Nita M. Lowey

21st Century Community Learning Centers

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

REQUEST FOR APPLICATION

FY2024 (Cohort 17)

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Announcement of Funding Opportunity Title IV, Part B, Section 4201-182-192

Application FY2024 (Cohort 17) ESSA, Title IV Part B Nita M. Lowey 21st Century Community Learning Centers

Legislative Authority	The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015. The 21st CCLC is a formula grant from the U.S. Department of Education made available to states which administer subgrants to eligible entities through a competitive request for proposals. Awardees of this funding are therefore referred to as subgrantees, and awards as sub-awards or subgrants. The words "grant" and "subgrant" are used interchangeably within this RFA.
Previously funded 21st CCLC programs	Previously funded 21st CCLC programs whose grant award is ending in FY23 (September 30, 2023) are eligible to apply for new grant funding. However, such programs are required to follow the competitive process for determining new grant awards, and no special consideration will be given for having received a prior grant. In addition, previously funded grantees must have successfully implemented the former award and project with fidelity while scoring satisfactorily on all pertinent Risk Assessments and Evaluations. Accordingly, all audit findings must be resolved, programmatic documentation remitted, end-of-project reports submitted, and closeout procedures finalized before new or additional funding can be awarded. (Education Department General Administrative Regulations (EDGAR) §75.590)
Amount of Funding	Annual subgrant awards will range from a minimum of \$50,000 to a maximum of \$200,000. Budgetary requests must be allowable, reasonable, necessary, and supported with sufficient justification. A useful calculation tool provided by the Wallace Foundation. https://www.wallacefoundation.org/ Grantees must never supplant (replace) previously existing local, state, or federal funds. Grant funds are intended to supplement (increase) other available sources of funds. All funding is contingent on federal funding provided to the state.

Application Due Date	The due date for application submissions is September 15, 2023, at 11:59 p.m. Complete applications must be submitted electronically via the Alabama Department of Education Electronic Grant Application Process https://alabama.egrantsmanagement.com/ Applications submitted in another format will not be reviewed. Instructions for submission are available at Home Alabama 21CCLC Prospective applicants are advised that submission via eGAP 2.0 is a multi-step process that includes the completion of several online forms and upload of multiple documents, some of which require signatures, and will need to be scanned prior to uploading. Prospective applicants are advised to begin work in eGAP 2.0 as soon as possible. Submit copies of the Related Documents Forms 1-9 and Required Forms by uploading all into related documents. Complete the application by selecting the Draft Status Completed, followed by School System Chief Financial Officer CBO/Accountant/Authorized Rep Approved application, and finally, School System Superintendent/CBO Executive Director/Authorized Rep Approved no later than September 15, 2023, at 11:59 p.m. All required documents must have all required signatures and be dated in 2023 and uploaded in eGAP 2.0 with the application, or the application will not be scored.		
Webinar	applications will not be accepted. Applicants may access a Technical Assistance Webinar for this RFA to be posted on Home Alabama 21CCLC .		
Questions and Answers	All questions must be submitted via email to 21stcclcgrant@ALSDE.edu on August 21, 2023, by 5:00 p.m.		
Letter of Intent	Filing the Letter of Intent to Apply (LOI) is not mandatory; however, it will assist in anticipating the volume of proposals. It is recommended that each applicant submit the Letter Intent to Apply (Form 1) to the ALSDE by Monday, August 21, 2023. The completed form should be submitted by email to 21stcclcgrant@ALSDE.edu .		
ALSDE Designated Contacts	Administrator:	Annette Scogin annette.scogin@ALSDE.edu	
	Program Specialist:	Aleysia Alves aalves@ALSDE.edu Rebecca Pines rebecca.pines@ALSDE.edu	

Non-LEA Fiscal:	Justin Todd <u>itodd1@ALSDE.edu</u>
LEA Fiscal:	Leah Johnston ljohnston@ALSDE.edu
Email:	21stcclcgrant@ALSDE.edu

Purpose of 21st CCLC Grants

The 21st CCLC program provides opportunities for communities to establish or expand activities in community learning centers that provide for academic enrichment.

A community learning center is an entity that assists students in meeting challenging State academic standards, provides students with academic enrichment activities, and offers a broad array of other activities during non-school hours or periods when school is not in session (such as before and after school, weekends, or during school breaks) that:

- Reinforce and complement the regular academic programs of the schools attended by participating students; and
- Are targeted to students' academic needs and align with the instruction students receive during the school day. Community learning centers also offer families of participating students opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. (Section 4201(b)(1))

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 community learning centers that:

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

A community learning center is an entity that assists students in meeting challenging State academic standards, provides students with academic enrichment activities, and offers a broad array of other activities during non-school hours or periods when school is not in session (such as before and after school, weekends, or during school breaks) that

- Reinforce and complement the regular academic programs of the schools attended by participating students; and
- Are targeted to students' academic needs and align with the instruction students receive during the school day.

Community learning centers also offer families of participating students' opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and

related educational development. (Section 4201(b)(1)). All Community learning centers must offer all components and must be available to all students.

The ALSDE awards subgrants to eligible entities on a competitive basis in accordance with section 4204(b)(2) of the ESEA. In designing its application, an eligible entity should keep in mind the whole child, including students' mental, physical, social, and emotional well-being. Each local application must include:

- A. A description of the activities to be funded, including
 - i. An assurance that the program will take place in a safe and easily accessible facility;
 - ii. A description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and
 - iii. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible (including language accessible and in formats accessible for someone with visual impairments).
- B. A description of how the proposed activities is expected to improve student academic achievement as well as overall student success;
- C. A demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;
- D. An assurance that the proposed program was developed, and will be carried out
 - i. 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, and any LEA, 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; and
 - ii. In alignment with the challenging State academic standards and any local academic standards.
- E. A description of how the proposed activities will meet the measures of effectiveness described in section 4205(b)(1) of the ESEA;
- F. An assurance that the proposed program will primarily target students who attend schools eligible for schoolwide programs under section 1114 of the ESEA and the families of such students;
- G. An assurance that 21st CCLC funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of 21st CCLC funds, be made available for programs and activities that the proposed 21st CCLC program will provide, and in no case supplant Federal, State, local, or non-Federal funds;
- H. A description of the partnership between an LEA, a community-based organization, and another public entity or private entity, if appropriate;
- I. An evaluation of the community needs and available resources for the community learning

center and a description of how the proposed program will address those needs (including the needs of working families);

- J. A demonstration that the eligible entity will use best practices, including research- or evidence-based practices, to provide education and related activities that will complement and enhance the academic performance, achievement, postsecondary and workforce preparation and positive youth development of the students;
- K. A description of a preliminary plan for how the community learning center will continue after the 21st CCLC funding ends;
- L. An assurance that the eligible entity will give the community notice of its intent to submit an application and that the application, and any waiver request will be available for public review after submission of the application;
- M. If the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers; and
- N. Such other information and assurances as described in the application.

Eligible Applicants

Any public or private organization that meets the eligibility requirements can apply for 21st CCLC funding. An "eligible entity" is defined as an LEA, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities. (Section 4201(b)(3)). An educational service agency, which is 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. (Section 8101(18)). Similarly, charter schools are eligible to apply. Under 34 C.F.R. § 77.1(c), "private," as applied to an agency, organization, or institution, means that it is not under Federal or public supervision or control. Accordingly, any entity that is not under Federal or public supervision or control is a "private entity" for purposes of 21st CCLC eligibility, including a faith-based or for-profit private entity, if it can perform the functions of a community learning center.

According to ESSA, Title IV, Part B, Section 4204(b)(2), with each application, there is an expected standard of collaboration and coordination between any organization (CBO, FBO, non-Profit Agency, public or private entity, etc.) and the local LEA. An exception to this rule is only permissible by statute if the LEA can demonstrate it is unable to partner with a community-based organization within reasonable geographic proximity and of sufficient quality to meet the requirements of this component.

The proposed service site for a Community Learning Center (CLC) must be located within the geographical attendance zone of the eligible school(s) from which students will be served. By federal guidelines and statutes, the ALSDE must ensure that funding priorities and diversity among grantees are balanced regarding geographical areas, urban and rural service sites, and as outlined within the applicable legislation. If more than one proposal to serve the same school(s) is submitted, none of the proposals will proceed to the reading process.

Potential applicants must demonstrate a strategic plan involving local LEA leadership by contacting and engaging in multiple conversations with the superintendent' and each applicable principal of the eligible school(s) to be served. Communications should include, but not be limited

to, coordination of efforts and activities, and leadership's cooperation as evidenced by the required, signed Superintendent and Principal Certification Forms. (Form 6)

Previously funded 21st CCLC programs whose grant award is ending in FY23 (September 30, 2023) are eligible to apply for new grant funding. However, such programs are required to follow the competitive process for determining new grant awards, and no special consideration will be given for having received a prior grant.

In addition, previously funded grantees must have successfully implemented the former award and project with fidelity while scoring satisfactorily on all pertinent risk assessments and evaluations. Accordingly, all audit and monitoring findings must be resolved, programmatic documentation remitted, required reports submitted, and closeout procedures finalized before new or additional funding can be awarded. (EDGAR §75.590)

Private school students and teachers are eligible to participate in 21st CCLC programs and activities on an equitable basis. A public school or other public or private organization must consult and involve private schools located in the geographical attendance zones of Title I-eligible and Title I-served schools during the design and development of the 21st CCLC program to determine the student's needs and the type of services that will be offered. Subgrantees must notify private schools in the geographical attendance zones and all that are served under Title 1 during the day of the services they are eligible for and of the applicant's intent to apply for the FY24 21st CCLC grant.

Funding Amounts

Annual subgrant awards will range from a minimum of \$50,000 to a maximum of \$200,000.

Budgetary requests must be reasonable, allowable, necessary, and supported with sufficient justification.

Funds must be used only to supplement (increase) and not supplant (replace) any federal, state, or local funds available to support allowable activities under the 21st CCLC program.

All funding is contingent on federal funding provided to the state. A decrease in funding for any subsequent funding year will result in a proportional reduction to all funded projects based on the total annual budget.

Project Period

Subgrants will be for 3 years, anticipated to begin October 1, 2023, and end September 30, 2026. Following the initial award, based on the approved Request for Application (RFA), subsequent award years will be contingent upon the following:

- Adequate federal funds for this continued purpose
- Satisfactory performance by the subgrantees as evaluated by the ALSDE (substantial progress toward the objectives outlined in the approved application, effective operational governance, and fiscal fidelity and responsibility)
- Submission of an annual Continuation Award Application by October 30th of each year
- Government Performance Results Act (GPRA) data and other required information by the ALSDE deadlines

 Compliance with all grant requirements and the continued provision of the services as outlined in the original approved RFA by which funding was provided

The ALSDE reserves the right to reduce or withdraw funding if the program fails to adhere to grant compliance.

Application Review and Selection Process

Phase 1 – Review of Application Components

Applications will be submitted electronically in eGAP 2.0. Only applications received by the deadline and meeting all requirements will be reviewed by a panel of peer reviewers.

Phase 2 – ALSDE Pre–Reader Review Assessment

All application submissions of required documents will be reviewed to ensure all have been uploaded with the required signatures and appropriate years as described by the RFA.

Phase 3 – Federal Compliance Review

Each application will be evaluated and scored by a panel of peer reviewers. Peer Reviewers will use the 21st CCLC eGAP 2.0 scoring rubric as their evaluation instrument. Applications are then scored based on the quality of the proposal and the capacity of the applicant to implement the program. Competitive priority points will only be added to applications that are following federal statute and exceed the standard base expectation. (Please refer to the Priorities portion of the RFA and the RFA Scoring Rubric). In addition, each application will be checked for submission compliance. Partial and/or incomplete submissions for each required component of the RFA will not be awarded.

Phase 4 - Reader Review and Scoring

Each application will be evaluated and scored section by section by the assigned team of peer reviewers. The team of reviewers will note the strengths and weaknesses of each section. Peer reviewer team scores for each section will then be totaled to create an overall team score for the application.

Phase 5 – ALSDE Post–Reader Review Assessment

The ALSDE will determine and ensure each application has met all the 21st CCLC program requirements as stipulated by the state, local, and federal laws. The ALSDE's assessment of each applicant's risk of non-compliance with federal and state statutes will determine the applicant's progress to the final phase.

Phase 6 – Notification of Awards

Applicants that have been selected for funding will receive a Grant Award Notification (GAN), and a list of 21st CCLC grant awards will be posted on the Alabama 21st CCLC website.

Measures of Effectiveness

Each applicant receiving an award must use the funding to conduct and implement a broad array of activities that advance student achievement. Therefore, all 21st CCLC program activities must be based on the following Measures of Effectiveness as identified in the USDOE guidelines, (ESSA, Title IV, Part B, Section 4205(b):

Measure 1 - Needs Assessment

Applicants must conduct a needs assessment based on a thorough analysis of objective data from the population intended to be served in the school and community, regarding the need for out-of-school programming and activities. If awarded funding, grantees must develop systems to ensure the ongoing assessment of programmatic school and community needs.

Measure 2 – Goals and Measurable Objectives

Applicants must develop Specific, Measurable, Achievable, Relevant, and Timebound (SMART) goals and objectives directly related to identified needs; improve regular school day attendance and behavior and implement academic enrichment to enhance student educational achievement. The goals and objectives must align with the performance management tasks set forth in the GPRA.

Measure 3 - Evidence-Based Research

Applicants must demonstrate the use of evidence-based research (refer to Appendix A), which provides evidence that the program, strategies, or activities will help students meet the state and local academic achievement standards and accomplish the projected goals and objectives of the project.

Measure 4 – Periodic Evaluation

Once awarded funding, grantees must ensure the periodic evaluation of the program's achievement toward its stated goals and objectives and ongoing collaboration with their partners, local LEA, Advisory Council, and other stakeholders. The results of each evaluation must then be used to refine, improve, and strengthen the program, and to refine the performance measures.

Evidence of the utilization of the Measures of Effectiveness must be made available to federal, state, or local representatives upon request. This standard is also applicable to public community requests.

Applications must demonstrate that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, attendance, behavior, nutrition, physical and mental wellness, postsecondary and workforce preparation, and positive youth development of the students.

Government Performance and Results Act (GPRA)

All 21st CCLC programs must collaborate with LEA stakeholders, and share required data to report on the set Federal Government Performance and Results Act (GPRA) Section 4204(b)(B) indicators relating to the impact of the program on communities as follows:

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 on state assessments. Percentage of students in Grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in 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.

All funded programs will be required to annually report on these indicators for the Federal Annual Performance Report (21APR). It is critically important that LEAs understand the responsibility to share this data with the grant-funded program directors and to include data-sharing agreements with their partners. All non-LEA subgrantees rely on the cooperation of LEAs to provide the necessary data required to follow the federal statute or risk the loss of funding if they are unable to report the required data.

Competitive Priority

Priority points will be awarded to the qualifying score of an applicant that provides services as designated below. There are 5 competitive priority point areas. Each of the competitive priorities is worth 1-3 points for a total of 15 possible points. The application must reflect the applicants requests for priority points.

Priority points will only be added after the application has met the required minimum qualifying score that warrants the award of grant funding. Applications not meeting the minimum qualifying score requirement of 191 points will not be eligible to receive funding, even if the priority points cause the application to reach the minimum qualifying score.

Priority 1 – Joint/Co-Applicant

A Joint /Co-Applicant is defined as an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by significant involvement during the post-award program delivery of grant-related services. Although the support may come in monetary form, to be considered a co-applicant, the organization must play a continuous role throughout the grant period, without which the applicant would not pursue a joint collaborative award of a 21st CCLC grant.

- A proposal must be submitted through combined efforts of an LEA receiving Title I funding and a public or private community organization (Corporation, CBO, FBO)
- This collaboration is not merely a partnership through contracted provided services.
 - The LEA and other organization(s) must work extensively in the planning and design of the program.
- Each must have substantial roles in the delivery of services
- Each must share grant resources to implement the proposed project effectively
- Each must be involved in the management and oversight of the proposed program
- A signed agreement should be uploaded in eGAP 2.0 under the section for Form 5. This agreement is between both entities stating the collaboration of efforts, resources, data sharing, and funding must be submitted with the grant application. This document must clearly define and detail the roles and responsibilities of all parties involved with explicit expectations outlined. If the agreement is signed by the Superintendent, a letter of support from the LEA building principal should be uploaded into eGAP 2.0 Additional Documents to support the signed agreement.

Joint/Co-Applicants submitting an application – A joint submission is an application that clearly demonstrates the ongoing collaboration of the GPRA measures and cooperation between a local LEA and a community organization. The collaboration outlined in the application must include detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation (i.e., Narrative, Project Design, Services, Management, and Assessment). Additionally, applicants must demonstrate the strength and quality of the proposed collaboration throughout the entire grant application. Both the co-applicant and partner relationships should include material in-kind contributions to the program. These contributions should be clearly demonstrated in the content of the application.

Funding throughout the entirety of the grant award period is contingent upon maintaining the viability of the collaborative partnership. The ALSDE reserves the right to reduce or withdraw funding if the program fails to adhere to grant fidelity.

Priority 2 – Summer Program

Applicants proposing to operate a Summer Program and qualify for priority points must meet the criteria of offering programming for 75 hours during the summer. The proposal must align with the academic years goals and be specified in all budgetary allocations.

Priority 3 – Middle and High School

Applicants proposing to operate a program focusing on middle and high school students must serve middle and high school students in Grades 6 -12 only. For unit schools (k-12), the application must only serve students in Grades 6 -12 to qualify for the competitive priority points.

<u>Priority 4 – Counties Without Current 21st CCLC Programs</u>

Applicants proposing to qualify for priority points must serve students in one of the following counties:

Autauga County	Blount County	Bullock County Chambers County	
Chilton County	Clay County	Cleburne County	Coffee County
Conecuh County	Coosa County	Covington County	Cullman County
Dale County	Geneva County	Greene County	Henry County
Houston County	Lamar County	Lauderdale County	Lawrence County
Lee County	Lowndes County	Marengo County	Pickens County
Pike County	Shelby County	St. Clair County	Sumter County
Washington County	Wilcox County		

Priority 5 – Schools in Improvement

To qualify for priority points in this area, schools must be identified by the ALSDE as Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement.

- Comprehensive Support and Improvement School (CSI)
 - Identification in the bottom 5% (no less than the bottom 5% as required by ESSA guidelines) of Title I school.
 - High School with a graduation rate below 67%.
 - School that presently identify as TSI that have not made improvements.
- Targeted Support and Improvement School (TSI) Any school, regardless of Title I status, with one or more consistently underperforming subgroup(s) will be identified annually for targeted support and improvement.
- Additional Targeted Support and Improvement School (ATSI) Title I and non-Title I schools, are identified based on one or more subgroups of students performing at or below the performance of all students in the lowest-performing schools (Comprehensive Support and Improvement School).

Authorized Activities for Community Learning Centers

Once funding is awarded to eligible applicants, allocations must be used in a manner consistent with all requirements of federal and state statutes. Funds must be used only to supplement (increase) and not supplant (replace) any federal, state, or local funds available to support allowable activities under the 21st CCLC program. ESSA Section (4205)(a)

Examples of Program Activities

Academic Enrichment Learning Programs: Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive, and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student and impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.

Academic Improvement/Remediation Programs: These activities specifically target students whose academic performance has been deemed to be in need of improvement, given that the student is not performing at grade level, is failing, or is otherwise performing below average. Academic improvement programs are designed to address deficiencies in student academic performance. Activities in this category may involve tutoring, academic enrichment, or other forms of service delivery that specifically involve students identified as in need of academic improvement.

Activities for Limited English Proficient Students: These activities specifically target students with limited English proficiency and are designed to further enhance students' ability to utilize the English language.

Activities Targeting Adult Family Members: Activities targeting adult family members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill that is meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include GED classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, non-recurring, or special events are likely not to conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements.

Career/Job Training: These activities may target either youth or adults participating in the 21st CCLC program and are designed to support the development of a defined skill set that is directly transferable to a specific vocation, industry, or career. For youth participating in center programming, activities that are designed to expose youth to various types of careers and which help inform youth of the skills needed to obtain a given career could also be considered in this activity category.

STEM: Science, Technology, Engineering, and Mathematics (STEM) programs inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and its

interrelationship not just in theory but in real-world practice.

Community Service/Service Learning Programs: These activities are characterized by defined service tasks performed by students that address a given community need and that provide structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youth.

Drug and Violence Prevention, Counseling, and Character Education Programs: These health-enhancing activities are designed to prevent, intervene, or stop youth from engaging in high-risk behaviors, including the use of drugs and alcohol or intentional/unintentional violence or injury. These activities also reduce risk-taking behaviors by teaching and assessing essential health skills, promoting positive youth development, resiliency, foundational wellness, providing opportunities for counseling and support, and establishing a sense of connectedness by cultivating core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.

Homework Help: Homework help refers to dedicated program time for students to work independently on homework, with or without assistance from staff, volunteers, or older peers.

Tutoring: These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

Programs That Promote Parental Involvement and Family Literacy: These activities specifically target adult family members of youth participating in the 21st CCLC program and are designed to engage parents more actively in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.

Recreational Activities: These activities are academic in nature and allow students time to relax, play, or engage in health-enhancing fitness opportunities. Sports, games, and clubs fall into this category. Academic aspects of recreational activities can be incorporated, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.

The Arts: These activities may involve music (instrumental and vocal), artwork (any medium available in which the students may be interested), applied arts (computer graphics and interactive design), drama, theater, storytelling and storyboarding, dance, the inclusion of STEM activities as they are related to the arts, and other activities that inspire creativity, inspiration, and innovation.

Youth Leadership Activities: These activities intentionally promote youth leadership through skill development and the provision of formal leadership opportunities that are designed to foster and inspire leadership aptitude in participating youth.

Section I. Application Components

The 21st Century Community Learning Center grant application is comprised of two collaborative components. Section I is the online eGAP 2.0 application which contains 20 component narratives. Section II consists of the related documents which provide support and/or documentation for components of Section I.

Component 1 - Needs Assessment Checklist

Complete the following information pertaining to the school(s) that you are proposing 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 ESSA Section 4205(b)(1)(A).

Percentage of students receiving free/reduced lunch at proposed participating school(s)		Current year Per-Student Allocation, Column B in eGAP 2.0 (LEAs Consolidated Application). If serving multiple schools, list the highest PPA.
Number of schools proposed to be served by the grant		Number of proposed program sites that are located on the school campus(es)
Number of proposed program sites that are non-local education agencies (non-LEAs)		Total student enrollment for proposed participating school(s)
Proposed total number of families to be served annually (academic year and summer)		Proposed number of students to be served during the summer
Proposed number of students to be served during the academic school year		Number of days per year the program proposes to operate during the summer
Number of days per academic school year the program proposes to operate		Total number of hours per year the summer program proposes to operate
Number of hours per week the academic program proposes to operate		Number of stakeholder interest surveys issued and returned (Community, Teachers, Parents, and Students)
Number of students who are below proficiency in mathematics at proposed participating school(s)		Number of students who were suspended or expelled in the previous year at proposed participating school(s)
Number of students who are below proficiency in reading/language arts at proposed school(s)		Number of days the program will operate during holidays when school is not in session
Number of students who are EL (English Learners) at proposed participating school(s)		Number of proposed participating school(s) identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI)
	free/reduced lunch at proposed participating school(s) Number of schools proposed to be served by the grant Number of proposed program sites that are non-local education agencies (non-LEAs) Proposed total number of families to be served annually (academic year and summer) Proposed number of students to be served during the academic school year Number of days per academic school year the program proposes to operate Number of hours per week the academic program proposes to operate Number of students who are below proficiency in mathematics at proposed participating school(s) Number of students who are below proficiency in reading/language arts at proposed school(s) Number of students who are EL (English Learners) at proposed participating	free/reduced lunch at proposed participating school(s) Number of schools proposed to be served by the grant Number of proposed program sites that are non-local education agencies (non-LEAs) Proposed total number of families to be served annually (academic year and summer) Proposed number of students to be served during the academic school year Number of days per academic school year the program proposes to operate Number of hours per week the academic program proposes to operate Number of students who are below proficiency in mathematics at proposed participating school(s) Number of students who are below proficiency in reading/language arts at proposed school(s) Number of students who are EL (English Learners) at proposed participating

Component 2 - Needs Assessment Narrative

(Limited to 5,000 typed characters, including spaces)

Applicants must include an evaluation of community needs, available resources for the 21st CCLC, and a description of how the program proposed will address those needs (including the needs of working families). A needs assessment will help to identify the specific needs of the students, their families, and the gaps in services available. A needs assessment provides a description of the community and school(s) to be served by citing factors that impact the educational outcomes of the identified students and their families. This information should be derived from the local education agency, local school, and/or community-based data and will assist in determining the program's mission. These factors may include, but are not limited to, the following:

- Percentage of Title I students
- Percentage or rapid growth of limited English proficient students and adults
- Reading and math proficiency scores
- Poverty rates in the communities to be served
- Grade retention data
- Demographic, economic, and workforce changes in the community
- Educational levels for the identified students and their families
- Number of schools identified as focus or priority
- Impact of Covid
- Other demographic data
- Survey results that support program needs
- Interviews with stakeholders
- Attendance data
- Drop-out data
- School truancy rate
- Short-term suspension/discipline rates
- Long-term suspensions or expulsion data
- Juvenile crime rate
- Violent and drug-related offenses

Applicants must prepare a concise narrative that details the process used by all applicable stakeholders to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program.

The process described must include:

- When the program's development process began,
- The data/information collection effort.

- How the various data sources were gathered and analyzed, and
- How the program developed into a defined set of agreed-upon needs which form the basis
 of the community learning center application proposal.

Applicants must be specific as to what testing instruments and criteria were utilized to determine student reading and math proficiencies to be addressed and enriched through the program's activities.

The goals, objectives, and services of the program identified in the RFA should be closely tied to the documented needs obtained throughout this assessment process.

Component 3 - School(s) And School District

(Limited to 5,000 characters, including spaces)

Applicants must list all the grade levels at the school and those grade levels being served by the program. If serving multiple sites, please list schools and all grade levels for each site. Additionally, include the physical location and address. Example: ABC K-6 Elementary – serving Grades K-5, ABC 5-8 Middle School – serving Grades 6-8

- Identify the school(s) and school district to be served by the program receiving this grant
- Specify the location where services will be provided (physical location and address)
- Designate the Cost Center through which funding will be allocated
- List all the grade levels the program will be serving

Component 4 - Goals, Objectives, and Strategies

(Limited to 5,000 characters, including spaces)

The overarching educational goals of the state of Alabama should be a guiding, but not limiting force, as applicants prepare their list of programmatic goals and objectives. The goals are as follows:

- Provide academic enrichment and remediation to meet challenging state academic standards and GPRA measures
- Increase attendance for the regular school day
- Increase students' GPAs
- Provide project-based learning aligned with school day educators
- Increase parent and family engagement
- Improve student behavior throughout the regular school day
- Implement Science, Technology, Engineering, and Math (STEM) Activities
- Provide service learning opportunities

All goals and objectives must be presented in measurable, quantifiable terms. Applicants must establish at least six (6) quantifiable goals for their program with a minimum of one measurable objective to accomplish each of the stated goals that align with the GPRA measures.

Goals are broad statements of intent. Objectives are the specific and clearly defined intended results.

Applicants must develop SMART goals and objectives - (i.e., to [increase/decrease] [what] by [number / %] among [whom] by [when] as measured by [how do you know]). The applicant must list and describe the measurement tool(s) that will be used. Failure to do so will result in a significant point reduction. When establishing program goals and objectives, applicants must not only align them with the above criteria, but additionally ensure the following:

- Using the Needs Assessment data, relate goals and measurable objectives to locally identified needs of the community, proposed school(s), and students.
- Describe how the program will impact the school success and academic achievement of
 participating students by assisting them in meeting state academic content and student
 academic achievement standards. Discuss how this project is intended to improve the
 most recent Accountability Report data for the schools to be served.
- Describe in the Program's Activities component of the RFA how specific academic enrichment activities are designed to meet the needs of the students served. Enrichment activities should expand students' learning in ways that differ from the methods used during the regular school day. They should be interactive, enjoyable, and project focused. Homework assistance may be offered; however, this should not monopolize the entire time.

Component 5 - Challenging State Academic Standards

(Limited to 5,000 typed characters for each of the 5 text boxes)

All activities must be based upon evidence that the program or activity will help students meet the challenging state academic standards and any local academic standards in accordance with ESSA Section 4201(A). Applicants must ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students. Applicants must explain their plans to meet the components in detail. The details should include the information below.

- Activities for the program should be centered on the ALSDE concentrations of academic enrichment with an emphasis on reading, math, and STEM (Science, Technology, Engineering, and Math) implementation and must be addressed in this component of the RFA.
- Activities should be directly linked to the goals and objectives of the program and be more specific than the stated objectives. (Who will do what, when, where, and for how long?)
- In addition to ensuring rich academic content, applicants must provide a broad array of enrichment activities to expand a student's life and learning experiences.
- Following each activity, the applicant must indicate the timeframe that each activity will be occurring and documented (e.g., "daily throughout year," "monthly throughout year," "weekly for third nine-weeks," and "daily during summer session").
- Types of services and activities offered by grantees will vary from site to site but must include components that focus on core academic subjects to allow students to improve educational achievement.
- Programs with English Learners (EL) must emphasize language skills and academic

achievement.

Explain how the program will help regular school day attendance. Include examples of targeted interventions that research suggests effectively improves student attendance.

Needs Assessment + Evidence-Based Curriculum + Goals and Objectives = Projected Outcomes

Component 6 - Nutrition and Health

(Limited to 5.000 typed characters)

Programs must offer activities that emphasize youth development, nutrition health education, drug and violence prevention programs, counseling programs, arts, music, and physical fitness and wellness programs under ESSA 4201(A)(b).

- Provide the timeframe that each activity will be occurring. (e.g., "daily throughout year," "monthly throughout year," "weekly for third nine-weeks," and "daily during summer session").
- Describe how the program will address Foundation Wellness through authentic school and family partnerships that empower young people to focus on self-awareness, social awareness, relationship skills, decision-making skills, and self-management.

Component 7 - Parent and Family Engagement (Limited to 5,000 typed characters)

- Provide the program's plan to offer families of students served by the 21st CCLC opportunities for meaningful engagement in their children's education in accordance with ESSA Section 4201(a)(3). Include specific details about activities and events that enhance family responsibility for their children's education.
- Explain the types of parent and family engagement events planned for the program and the number of events.
- Such activities may include the following:
 - Student, family, and financial literacy
 - Career Readiness and Technical Education
 - Age and developmentally appropriate educational learning
- List when the programs will conduct at least one Fall and Spring parent/family/guardian meetings.
- Provide the information relating to the program hosting orientation for families at the beginning of each school year and before the summer program begins to inform families about the 21st CCLC program's purpose and programming. Describe in detail the events planned for families with at least one family event per quarter.

Component 8 - Service Learning (Limited to 5,000 typed characters)

Service learning is both a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility. and strengthen communities. It is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs.

At least one service learning project is required per semester. An additional service learning project should be conducted for programs operating during the summer. Using the five main components below, describe the projects planned for the program that are aligned with the needs assessment and survey results. The applicant must indicate the timeframe that the project will be occurring and make sure that evidence of the learning project is documented for monitoring and showcasing purposes.

Five main components of effective Service Learning initiatives:

- 1. Investigation
 - Identify and research a community need.
 - Identify and research community assets or community partners.

2. Preparation

Develop a strategy for change and a common vision for success.

3. Action

- Implement the service activity to make a difference.
- Participate in the service project.

4. Reflection

Reflect on how your service and learning relate to you, your community, and your future.

5. Demonstration and Celebration

- Share what you have done and what you have learned.
- Celebrate your success!

Component 9 - Student Safety (Limited to 5,000 typed characters)

The law stipulates any certified or non-certified individual of public educational facilities and any individual of non-public educational facilities working with children, youth, adolescents, or the elderly in either a paid or a voluntary capacity must undergo a criminal background check and be fingerprinted. (Child Protection Act of 1999 [Act 1999-361], Alabama Act 2002-457, Alabama Act 2000-775, Alabama Code 38-13-1)

Applicants must provide demonstrated compliance with all rules, regulations, and guidance required by the Prevention and Support Services Section of the ALSDE. (Please refer to the state website at https://www.alabamaachieves.org under the Prevention and Support Services Section for a sample school safety plan.)

- If the program site is housed in an eligible school or LEA-owned facility, the applicant must provide proof that the program is in compliance with the comprehensive school safety plan. The applicants plan must address how the After School/Summer expanded learning programs' Safety Plan differentiates from the overall school plan. (Please do not include the school safety plan in this application.)
- 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 faithbased organizations.

Describe how it will address the transportation needs of participating students.

Though DHR does not require licensure for faith-based organizations (FBOs) for the purpose of the effective administration of the 21st CCLC Grant - 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.

https://dhr.alabama.gov/child-care/licensing-process/?hilite=licensing

If the program is not located in an eligible public-school site, an applicant must confirm it is housed in an equally available and accessible facility. For proposed sites not located in an elementary or secondary school, the ALSDE must receive with this application a letter signed by the chief executive officer providing justification and certification that the facility is equally accessible and meets or will meet all Americans with Disabilities Act (ADA) requirements before students are served.

Applicants must ensure that all students will have equitable access to the program regardless of disabilities, language, gender, race, origin, color, or age. When completing this component of the RFA, no barriers can exist. Applicants must address but not be limited to, the following:

- Student Supervision always by adults 21 years of age or older
- Fire Drills and Evacuation Routes
- Severe Weather Alerts, Drills, and Plans
- Crisis Management Plan
- Emergency Intruder Plan
- Illness, Injury, and Accident Plans
- Administration of Medication
- Staff and Student Medical/Health Plans
- Disaster Preparedness

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 children who are expected to be present on any given day are actually present and accounted for with subsequent notification to parents (or designated other) for those not in attendance.

Grantees must always have access to reliable phone service in case of an emergency.

<u>Component 10 - Transportation</u> (Limited to 5,000 typed characters)

In accordance with ESEA Section 4204(b)(2)(A)(ii) students must be able to travel safely to and from the program center and home. Applicants may allow up to 25% of the grant to be utilized for transportation. This allowance must include drivers' salaries, benefits, fuel expenses, and other

related expenses. This must be allocated accordingly in eGAP 2.0 and McAleer accounting systems (or any other proprietary accounting software package utilized). Applicants must be able to "total" all transportation line—item expenditures allocated to the transportation of students to demonstrate compliance with the 25% allowance.

- The use of vans to transport students is strictly prohibited unless prior approval by the ALSDE or the local 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 5. For further clarification, applicants must refer to the following website and guidelines: https://www.nhtsa.gov/risky-driving/seat-belts
- If using a bus, bus safety drills must be scheduled and implemented once per semester, and prior to the first summer field trip.
- Applicants must address procedures for transporting students to the program and home safely.
- Applicants must address safety compliance regarding parental permissions, students walking and/or driving to/from the program, and field trips.
- The departure time to transport students' homes is not included in the hours of operation. Example: Hours of operation are 3:15 p.m. 5:00 p.m., students should be dismissed at 5:00 p.m. to get on the bus.

Component 11 - Operations

(Limited to 5,000 typed characters)

In the Operations component, detail the services that will be offered during vacations, breaks, teacher planning days, summer school, and any other time frames in which the regular school day may not be in session. All 21st CCLC programs must operate outside of regular school hours. Descriptions must include the following:

- The exact name of your program must include "21st Century Community Learning Center" as a part of the name. Examples: Alabama Elementary 21st Century Community Learning Center; East Elementary 21st Century Community Learning Center or The Learning Station 21st CCLC.
- The total number of weeks and hours the program will be in operation throughout the year (ALSDE mandates 36 weeks per year but gives allowance the first year of operation based on the fiscal year's funding availability), the days per week, the days per year, and the daily and total operational hours. New grantees should start program operation on October 1, 2023. For subsequent years, the program should operate from the first day of school to the last day of school. When determining hours of operation, consideration should be given to working parents. Applicants must specify the beginning of their school year, and address offering a summer program and address its duration, if applicable.
- The expected timeline for program activities for the academic year of October 1, 2023— September 30, 2024. A comprehensive, month-by-month timeline outlining the procedures to be followed during the first year of the grant must be provided. (Form 8.)

- That elementary schools (or 21st CCLC sites that serve elementary grades k-5) are to be open five days per week for a minimum of ten contact hours, Monday-Friday, for the entire regular school year.
- That the 21st CCLC site serves middle school and/or high school students, and should be open three to five days per week for a minimum of six contact hours, for the entire regular school year.
- Operation details for school holidays, weekends, summer, and other school breaks is a local decision, recognizing that desired results are directly related to the amount of contact time with students. All 21st CCLC programs must occur outside of the regular school hours.
- That 21st CCLC programs primarily serve students in schools eligible for Title I schoolwide programs. Although "students" are designated in statute as the intended beneficiaries of the program, younger children who are not yet eligible for kindergarten and live in the attendance area of the schools being served may also participate in program activities designed to ensure those children enter kindergarten ready to succeed.
- All Administrative hours may be scheduled outside the normal program's operating hours. Time claimed as "hours worked" for other employees paid by 21st CCLC funds should be primarily during the days and hours the center is open for operation. An employee can work one hour before students arrive and/or one hour after the students are dismissed from the program. If there is a reason for employees' work hours to extend beyond two hours of the programs' operation times, before working the hours, the grantee should submit a request for approval from the 21st CCLC staff.
- All 21st CCLC staff, including program directors and site coordinators, must submit
 documentation with signatures of time worked during non-programming hours for any time
 worked outside of regular program hours. This documentation must be submitted monthly
 in eGAP 2.0 with the timesheet of any staff claiming time outside of program hours.
- The details provided should match the amount of time claimed. Failure to provide timely and complete documentation may result in non-reimbursement.
- 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. Students cannot be "required" to attend extended-day programs.
- To ensure student nutritional welfare, the Alabama State Child Nutrition Program should be consulted and involved in providing the program with healthy, nutritious snacks. For further clarification, more information, phone 334-694-4657, applicants should refer to the Child Nutrition Program's website at <u>Alabama CNP - CACFP / SFSP - Alabama State</u> <u>Department of Education (alabamaachieves.org)</u>
- After school programs can access funds from the U.S. Department of Agriculture (USDA)
 Food and Nutrition Service through the Child and Adult Care Food Program (CACFP),
 National School Lunch Program (NSLP), and/or Summer Food Service Program (SFSP)
 www.breakforaplate.com. These federal funds are available to reimburse schools and non profit organizations for nutritious snacks and meals served to children and youth in after school/summer programs. Accessing these funds depends on the economic
 characteristics of the community being served. Eligibility to access funds is often linked to
 the percentage of students that qualify for free and reduced-price meals and snacks. For

additional information, please refer to http://www.fns.usda.gov.

- For Capacity to Implement, non-LEAs must provide additional documentation as outlined in the Applicant-Specific stipulations portion of the RFA. (Please refer to the list of additional required documents that must be uploaded to the "Related Documents" page of the eGAP 2.0 system.)
- All programs are expected to maintain student enrollment at the number of participants for which the grant was submitted. Applicants must address how they will maintain student enrollment when attendance fluctuates due to the student participating in extracurricular and/or other activities. Failure to meet teacher/student ratios and proposed student enrollment could result in a reduction of funds.

Component 12 - Staffing Qualifications and Professional Development (Limited To 5,000 Typed Characters)

Applicants must provide a narrative of the program's organizational and staffing structure and professional staff development plan in accordance with Section 4202(b)(2)(M). The narrative should describe in detail the roles, job descriptions, responsibilities, qualifications/certifications, and proposed number of staff for the program. The plan must include professional development for all staff who provide academic support and supervisory guidance (i.e., Program Director and Site Director, teachers, aides, and student workers).

A comprehensive professional staff development plan must be submitted. This plan must encompass all staff who provide academic support and supervisory guidance (i.e., Program Director and Site Director, teachers, aides, and student workers).

A minimum of ten hours per year of training for each worker and supervisor is required by the grantee. All training must align with the 21st CCLC awarded grant application and have documented agendas with attendance sign in sheets. ALSDE 21st CCLC mandatory training must be part of the professional development plan.

Budgetary Considerations

A maximum of five percent (5%) of grant funds may be used to accomplish staff training/professional development.

Each program should budget for Professional Development which will include sending the director of the program(s) and at least one leadership representative from each site or the site coordinator and lead teacher to attend the ALSDE 21st CCLC trainings and the annual Alabama Community Education Association (ACEA) Conference.

Professional Development plans must include how, who, what, when, and where for all staff members.

Applicants may budget Professional Development funds to attend national afterschool conferences such as Best Out of School Time (BOOST) and the National Afterschool Alliance.

Required Staff Positions

Program Director (Administrative Position)

All 21st CCLC programs must identify one <u>program director</u> to administer the program. This individual will serve as the primary contact for ALSDE in all matters related to the 21st CCLC program. The program director will be responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities under the grant agreement in a timely manner. This person is generally the Federal Programs Coordinator or the Central Office designee. For non-LEAs, this could be a Chief Executive Officer or an organization director. This is a part time position unless staff is directing multiple 21st CCLC sites. Time spent working on 21st CCLC must be separate from when an employee is being paid to perform other duties and may not exceed 8 hours a day.

All 21st CCLC programs must identify one staff person 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. Programs may select one or more individuals to serve in this role.

Site Coordinator (Administrative Position)

A <u>Site Coordinator</u> must be identified for each proposed center/site and cannot be shared between center/sites. This person will be responsible for the daily operation, coordination, and delivery of services at their respective program centers. The Program Director and the Site Coordinator cannot be the same individual. This position should be responsible for ensuring all daily attendance is entered into EZReports, ensuring all 21st CCLC students are marked in PowerSchool, and reviewing the GPRA data for the program before submitting.

Data-Entry Position (Administrative Position)

All 21st CCLC programs must identify at least one staff member as responsible for the collection and maintenance of all PowerSchool data for the required GPRA measures, data sharing agreements, tracking of GPRA measures, attendance, and assessment data.

Bookkeeper / CSFO (Administrative Position)

All 21st CCLC sites require a designated staff member responsible for bookkeeping, supply order and other business related and administrative tasks. This position should be responsible for monthly Expenditure Summaries version 2 (ES-2) in eGAP 2.0.

Lead Teacher (non-Administrative Position)

The lead teacher should provide instruction to students and only have administrative duties in the absence of the site director. It is recommended that the lead teacher is a certified teacher and meets regularly with school day teachers on behalf of program alignment. The lead teacher should analyze all program data and use the RFA application to plan lesson plans and ensure all activities align with school day academics, ESSA, SMART goals, and objectives.

Teacher (non-Administrative Position)

The teacher is responsible for the primary delivery of instruction to include evidence based research decisions, project-based learning, enrichment lesson plans, and tracking the progress of each student's growth with GPRA.

Optional Staff Positions

Teacher Assistant (non-Administrative Position)

The teacher assistant assists with the primary delivery of instruction and role of the primary teacher.

Student Assistant (non-Administrative Position)

A student assistant is a high school and/or college student(s) whose job is only working directly with students. The student assistant may not be alone with students and is not counted in the student to teacher ratio.

Volunteer

A volunteer is defined as any person who provides a service for the 21st CCLC program and is not compensated for that service. A volunteer may provide services such as tutoring, art, dance, life skills, etc. In order to work with students independently, volunteers must be 21 years of age or older and must have a current background check on file with the grantee.

Staff qualifications and salary ranges should be determined according to the standard within the local LEA. Salary ranges should be proportional to the surrounding community.

• For the purpose of the effective administration of the 21st CCLC program, it is highly recommended 12:1 student-teacher be maintained. Ideally, programs should be designed for evidence based learning, engagement, and small-group implementation.

Job Descriptions are created by the applicant for each staff member and should be uploaded in eGAP 2.0.

Component 13 - Program Management and Indirect Costs (Limited to 5,000 typed characters)

Program Management

- Applicants must detail how they will provide appropriate supervisory management staff be provided at each funded program site depending on local needs (e.g., Program Director/Manager, Site Coordinator, Administrator).
- The program must incorporate the terms "Community Learning Center" or "Community Learning School" in the supervisory titles.

- Detailed Job Descriptions must include educational requirements, previous work experience, required skills, hours worked and, the location of where the Director will be based.
- All 21st CCLCs shall always maintain at least one staff member on site with CPR and First Aid certification that includes the face-to-face component. To meet this requirement, programs should ensure that at least two staff members are certified per site.
- No more than 30% of the total grant award may be used for the administration of the program and indirect costs combined. This allocation should include salaries and benefits for administrator(s), as well as any indirect costs that may be applied. Bookkeepers, accountants, administrative assistants, etc., are to be included in administrative costs.
- Administrative and Indirect Costs are taken from the original award amount and cannot be increased once carryover is added.

Program Management for Field Trips

- Limited to one per semester and one per week during summer programming
- Not allowed during regular school hours
- Include a budget and narrative on how the trip aligns with the SMART goals and objectives
- Must be connected to a course of study objective and lesson plans. Field trips are not allowed for entertainment, amusement, or recreational purposes, and must be preapproved
- Must be connected to one of your program goals
- Fees cannot be collected from students to offset field trip expenses
- Check if the field trip is allowable, reasonable, and necessary

Indirect Costs

- Explain all indirect costs on actual expenditures using the Restricted Indirect Costs rate
- Include the amount you plan to budget for indirect costs

Component 14 - Integration Into Schools' Continuous Improvement Plan (CIP)

(Limited to 5,000 typed characters)

Applicants must demonstrate how the 21st CCLC grant is supported by the LEA. The applicant should provide documentation of the local board of education supporting the implementation of and alignment with programs for the proposed 21st CCLC.

 Describe the joint planning which occurred and clearly define how the program's strategic plan is aligned with the local school system's educational goals and overall improvement plan.

- Applicants must expound upon conversations, curriculum mapping, and planned meeting dates to review data and stakeholder communication that occurred with district and school leadership, community organizations, and supporting local entities.
- Applicants must include information regarding the potential impact the proposed program will have on continuous school(s) improvement.
- Role of the participating school(s) Describe the policies and procedures of the participating school(s) that will support a high-quality, extended-day program and the community learning center's services for families.
- Coordination with existing out-of-school and summer state programs must ensure funds
 will be used to enhance, extend, or otherwise support and not supplant existing programs
 and/or develop a viable program where no similar opportunity exists for students and
 families.
- Collaboration must address financial and academic components.
 - Academic The 21st CCLC is a supplementary program to enhance an LEAs ongoing effort to improve students' academic achievement and overall development. Programmatic goals should align with the academic goals of the feeder school(s) to ensure continuity.
 - Financial Collaborative agreements with existing local, state, and federal programs, including Title I and Title IV, Part A, should be developed and documented.
- Ongoing local support An advisory council for the ongoing support and endorsement of the proposed program. The stipulations regarding this continuing alliance are addressed in component 15 of the RFA.

Component 15 - Partnership Commitment

Stakeholder Involvement/ Collaboration (Limited to 5,000 typed characters)

A Partner is defined as a non-applicant entity that provides varying levels of support and/or enhancement to grant related programming. The support may come in multiple forms including financial contributions, in-kind contributions, volunteer participation, or the contribution of goods and services. The contributions should be clearly demonstrated in the content of the application.

With each proposal there is an expected standard of coordination and cooperation between an organization (CBO, FBO, Agency, Corporation, etc.) and at least one LEA. LEAs applying must coordinate with at least one non-LEA within the community.

Applicants must provide a detailed narrative description of the nature of programmatic involvement, the degree or extent of commitment, and the responsibility of each entity involved.

Applicants must provide a preliminary listing of partner organizations with which there are established relationships. The nature and extent of partner organizations with their roles, responsibilities, and involvement must be clearly detailed. All partners must sign a written agreement. (Form 4)

If an applicant is awarded the grant, the expectation is that the preliminary partner organizations

listing be maintained and expanded throughout the life of the grant, and available for inspection by the assigned Technical Advisor (TA).

Evidence of public notice of the application, surveys, and program employment opportunities, and student signup should be included. The communication should be distributed and marketed in a variety of ways.

Programs may subcontract with outside organizations to provide specific services.

In accordance with the stipulations set forth in the Education Department General Administrative Regulations (EDGAR), applicants must include how the 21st CCLC will make the most effective use of public resources through the collaboration of other funding streams. [Section 4204(b) (2)(C), ESSA] (i.e., federal, local, and state funds). Coordination with state required summer camps and programs is necessary.

Community Partners are required and are different from a Joint/Co-Applicant.

Advisory Council

Each 21st CCLC program is required to have an advisory council that represents a crosssection of the community and families served. Each site should always have a list of names and agencies/organizations represented on this Advisory Council available.

The group must meet at least once every six months and appropriate documentation of meetings should be maintained (invitation/announcement sign-in sheets, agenda, and minutes).

Applicants must detail and list the proposed composition of the council, its role, and an accurate representation of scheduled meetings. The Advisory Council must include parent representation.

Component 16 - Program Communication

(Limited to 5,000 typed characters)

Applicants must plan for meaningful consultation with appropriate officials of private schools in the area to offer equitable participation in the 21st CCLC program per Section 8501(a)1),(3)(A). Applicants must describe in detail the communication plan that includes the following:

- Process for disseminating information to the students, parents, and community in a manner that is understandable and accessible
- Specific information that will be provided (e.g., student performance, upcoming activities, schedules)
- Timeline for all communication
- Method utilized and the person responsible for the dissemination
- The communication plan must address CBO/LEA leadership and community all stakeholders

It is imperative that communication plans include the daily/weekly interactions that address the collaborative efforts between the 21st CCLC program and school day teachers and staff. The plan should include the following:

- Student needs
- Academic progression (projects, assignments, and activities)
- Attendance
- Behavior
- Parent/family/home engagement
- GPRA measures and reporting

Applicants must detail how the recruitment of employees, volunteers, community partners, and students will occur.

Component 17 - Budget/Allocation of Resources

(Limited to 5,000 typed characters)

Narrative

An explanation for all expenditures and the alignment with the program goals and measurable objectives in an efficient and fiscally responsible manner. The program cannot collect program income, and the narrative must include the following:

- All costs indicated on the eGAP 2.0 Budget page are allowable, reasonable, and necessary in relation to the number of participants to be served, the scope of the project, and its anticipated benefits.
- The requested funds allocated for accomplishing tasks and activities described in the application.
- Not more than 30% of each year's budget is spent on the administration of the 21st CCLC grant (administrative salaries and benefits, indirect cost rates, audit, etc.)
 - The key objective with all budgetary requirements is accountability for the use of all funds. All programs funded must have financial documents available for inspection by auditors and/or the Examiners of Public Accounts.
 - Funds must be used only to supplement (increase), and not supplant (replace) any federal, state, or local funds available to support allowable activities under the 21st CCLC program.
 - Programs are not allowed to collect funds to create additional program income in any method, such as in participation fees or fundraising.

Applicants should include the following line items when outlining the expenditure of funds:

- Administration
- Salaries and benefits
- Indirect costs
- Field trip
- Transportation costs
- Medical necessities
- Instructional materials

- Sub-contracts (rates, total hours, total amount)
- Consumables
- Equipment

A few examples of allowable operational expenses for a 21st CCLC program are as follows:

- Academic enrichment learning program
- Afterschool activities for students who are English Learners that emphasize language skills and academic achievement
- Counseling programs
- Cultural programs
- Drug and violence prevention programs
- Expanded library service hours
- Literacy education programs, including financial literacy and environmental literacy programs
- Mentoring programs
- Parenting skills programs that promote parental involvement and family literacy
- Programs that assist students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Programs that build skills in science, technology, engineering, and mathematics (STEM) including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching method
- Programs that partner with in-demand fields of the local workforce or build career competencies, 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 and the Workforce Innovation and Opportunity Act
- Programs that support a healthy and active lifestyle, including nutrition education and regular structured physical activity programs
- Services for individuals with disabilities
- Telecommunications and technology education programs
- Remedial education activities
- Tutoring services
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment

A few examples of operational expenses that are not allowed in the 21st CCLC program are as follows:

- Capital improvements
- Entertainment, refreshments, snacks
- Furniture
- Pre-Award costs (for example, a grant writer)
- Purchase of facilities or vehicles

Contracted Services / Other Purchased Services

A Subcontractor is defined as an entity that provides varying levels of grant-related support on a contract or fee-for-service basis. To maintain legal viability and accountability, a grantee must establish a contract or Memorandum of Understanding (MOU) with each subcontractor providing goods and/or services. The grantee must determine which option will be best suited for the proper implementation of the program's operations. A definition for both a contract and MOU can be found in the Glossary of Terms, Definitions, and Acronyms. Further details regarding Subcontractors and Contracted Services are addressed in the Fiscal Management component of

the RFA. Janitorial services, rent, and utilities are purchased services and must be budgeted under Extended Day (9130) and purchased services (300-399) on the budget page.

Throughout the life of the grant award, it may become necessary for a grantee to contract with other entities or purchase services to ensure student and programmatic success. (Refer to contract/MOU stipulations outlined below.) Though the entire scope of contracts initiated throughout the life of the grant may not be fully realized at the time of an applicant's submission, applicants must understand the expectations regarding their implementation and their legal implications.

Joint / Co-Applicant Proposals

If you intend to submit a Joint / Co-Applicant proposal Form 5 must be included with the Budgetary Forms and uploaded to the eGAP 2.0 Related Documents. Without the corresponding Form 5, competitive priority points will not be awarded.

The following contract/MOU stipulations must be employed:

- Adherence to federal and state statutes and regulations as they pertain to the 21st Century Community Learning Centers of Alabama
- Provide full contact information for all parties involved with the contract/MOU
- A complete explanation of services to be rendered
- Dates and the expected timeline of that which is given and/or received
- Compensation rendered and the specific expectations of both parties regarding payment
- Conditions regarding the termination of any contract/MOU or agreement must be clearly defined
- Signed agreement by duly appointed leadership representation between both parties

To ensure fiscal responsibility and accountability, once awarded funding, a grantee must commit the following:

- Documentation regarding the justification and rationalization for the establishment of a contract/MOU and the understood standard or expectation of deliverables
- The percentage (%) allocated to the contract must not be disproportionate to the overall grant award and must be commensurate with the services/goods rendered
- Compliance that the ability to substantiate and confirm the projected outcomes of the contract/MOU with quantifiable and demonstrable means

The ALSDE reserves the right to examine and/or question the viability and the ethically sound practices of any contract/MOU receiving compensation from federally or state allocated funding.

Budgetary Allowance

Allocations to these components may not exceed the following:

• 30% Administration and Indirect Costs Combined

- 25% Transportation Allowance (Include drivers' salaries, benefits, fuel expenses, etc.)
- 5% Professional Development Allowance
- < 3% External Evaluator Allowance

Summer Expenditures

The budget should be reasonable and appropriate to cover summer program expenses only. Applicants proposing to operate a summer program and qualify for priority points must meet related criteria. The grant award request must reflect the choice and be specified in all budgetary allocations.

Allowable and non-Allowable Expenses

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Applicants can refer to the Office of Management and Budget (OMB) circulars, particularly which are available at

https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200 main 02.tpl

Examples of Allowable Expenditures

- Salaries: For 21st CCLC Project Director, Program Manager, and Site Coordinators (reasonable and in line with industry standard 30% Administrative Costs limit.)
- Teachers, Tutors, and Paraprofessionals
- Contractors
- Independent External Evaluator
- National and local Criminal Background Checks
- Supplies and materials required for the 21st CCLC program
- Computer hardware and software required for the 21st CCLC program
- Travel to required 21st CCLC trainings, conferences, and workshops
- Transporting students home following 21st CCLC activities
- Rent
- Utilities
- Parent Engagement activity costs
- Educational Field Trips
- Advertisement (For recruitment purposes only.)

Examples of non-Allowable Expenditures

- Capital Improvements
- Decorative Items
- Direct charges for items/services that the indirect cost rate covers.
- Dues to organizations, federations, or societies for personal benefits
- Entertainment, Refreshments, Snacks
- Facility/Edifice Renovations
- Incentives (e.g., plaques, trophies, stickers, give-a-ways)
- Land acquisition
- Non-21st CCLC programmatic expenditures
- Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.

- Preparation of the Proposal: Costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
- Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)
- Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Any costs not allowable for federal programs, which may be accessed at http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html

<u>Component 18 - Sustainability</u> (Limited to 5,000 typed characters)

In accordance with ESSA Section 4204(b)(2)(C). A preliminary sustainability plan must be developed as part of the application to show how the Community Learning Center will continue after the 21st CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the three-year grant funding ends. The plan must include a specific description of the investments (time, capital, contributions, etc.) that each partner will make to the program.

The sustainability plan should be evolving and expanding, easily accessible, and available for inspection throughout the life of the program.

Funds cannot be generated/collected for program sustainability.

Component 19 - Program Evaluation (Limited to 5,000 typed characters)

An annual evaluation must occur for the life of the grant. The process must be multi-faceted. ongoing, and thoroughly documented for inspection.

The ALSDE will regularly review program operations and require information supporting the funded application.

The ALSDE will conduct Compliance Monitoring during the grant period.

Applicants must address how the program will be locally monitored and evaluated. All local evaluation reports must be uploaded into Cognia and maintained for inspection and compliance.

An External Evaluator must be used to conduct an evaluation of the program. The external evaluator must be an individual, agency, organization, etc., with no vested interest in the 21st CCLC program. Excluded from external evaluation are family members of applicants and/or family members of partners, employees of applicants, and/or employees of applicant's partners. The external evaluator must be selected prior to applying and his/her name must be included in component 19, and comply with the following stipulations:

- The amount to be paid to an external evaluator from 21st CCLC grant funds cannot exceed 3% of the annual grant award amount.
- The external evaluator's annual report must include a detailed description of the program's operations, its progress toward meeting stated goals and measurable objectives, the program's strengths and challenges, and suggestions for program improvement. Awarded grantees should present the evaluation report at a School Board Meeting and/or the Advisory Council Meeting.

- External Evaluators may not write and/or develop any part of the 21st CCLC grant application.
- External Evaluators must sign the 21st CCLC conflict of interest form and return it to the grantee before performing any work.

The purpose of the external evaluator is to evaluate the program's effectiveness, including the SMART goals, GPRA measures, ensure compliance, improve technical assistance, and professional development. Applicants must provide a description of their evaluation plan that includes the tools that will be used for assessing progress on the stated goals and objectives. Included should be a description explaining how the results of the evaluation will be used to refine performance measures, improve, and strengthen the program, and how to disseminate information to the stakeholders.

Once awarded funding, all grantees will be required to input their data into the statewide EZ Reports data collection system. There is an annual fee of \$900.00 per site that should be included in the line-item budget. Local program evaluation funds will be used to ensure that 21st CCLC sub-grantees accurately implement data management systems that allow for correct reporting of data to the U.S. Department of Education. If the payment is not received by the deadline, the account will be deactivated until payment is received by EZ Reports. Noncompliance may result in being viewed as a high-risk grantee and loss of funding.

CBOs/FBOs: To assist the 21st CCLC with its assessment process, the local LEA must provide the 21st CCLC access to state-administered assessment results, regular school attendance data, and documentation of student behavior data. Documentation must 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 or anecdotal information, and safety data. https://www.samhsa.gov/sites/default/files/gpra-fact-sheet.pdf

Component 20 - Summer Programs (if applicable)

(Limited to 5.000 typed characters)

All applicants intending to propose a Summer Program should complete this section. Summer Programs that do not meet the criteria or do not attend to apply for priority points will not receive additional points.

Applicants proposing to operate a Summer Program may qualify for up to 3 priority points. Applicants must provide a Summer Program for a minimum of 75 hours.

Describe in detail how your summer program will benefit students by providing additional academic and engaging enrichment activities.

Applicants must include narratives on the following:

- How the aligning work with the LEAs standards will occur
- Details on maintaining and advancing academic gains
- Details on how the program will provide youth with new learning environments through project-based learning
- Details for increasing family engagement and community engagement

- Details on how the program will be providing key support to help youth get and stay on a pathway to high school, college, and beyond
- Descriptions on encouraging and tracking participation across the year and over time to ensure youth stay involved and engaged
- Descriptions of how academic activities will be aligned with the local LEA curricular standards
- The partnership between the LEA and the community
- The summer program hours of operation
- The personnel needed to operate the summer program
- How transportation for the summer program will occur
- A detailed narrative that aligns with the budget placed in eGAP 2.0

Summer Field Trips must adhere to the following guidelines:

- One field trip per week during summer programming
- Describe the types of field trips (if any) that students will take.
- Include a field trip budget and narrative on how the trip aligns with the SMART goals and objectives.
- Field trips are not allowed for entertainment, amusement, or recreational purposes, and must be pre-approved.
- Field trip fees cannot be collected from students.
- Confirm the trip is allowable, reasonable, and necessary.

Section II. Required Documents

Forms 1-9

- Although Form 1 is not mandatory, it would be appreciated if you completed and submitted the form.
- Forms 2 9 must be completed and uploaded with the submitted application into eGAP 2.0 related documents.
- All signatures on forms must be obtained in person. Electronic signatures will not be accepted.
- All documents and forms must be current.
- Other documents listed on page 41 in Section III that are required by the C-17 RFA must be uploaded in eGAP 2.0 under "additional documents".

Form 1 – Letter of Intent to Apply

Filing the Letter of Intent to Apply is not mandatory; however, it will assist in anticipating the volume of proposals. It is recommended that each applicant submit the Letter Intent to Apply

(Form 1) to the ALSDE by Monday, August 21, 2023. The completed form should be submitted by email to 21stcclcgrant@ALSDE.edu.

Form 2 - Cover Page

Mark the appropriate response for the applicable priority points. Grants serving more than one school should enter the selected primary school that will serve as the cost center. The application must have the appropriate Cover Page with all pertinent signatures. Deviations and variations will not be permissible.

Form 3 – Assurances and Certifications

Applicants must demonstrate a deliberate and strategic plan of involving local LEA leadership by contacting and engaging in multiple conversations with the superintendent and each applicable principal of the eligible school(s) to be served. A plan for ongoing meetings during the grant and sharing of data to meet GPRA measures must be developed. Performance - Office of Elementary and Secondary Education

Form 4 – Partnership Agreement

A Partner is defined as a non-applicant/non-co-applicant entity that provides varying levels of support and/or enhancement to grant-related programming. Any partner should be identified on this form with all columns completed.

<u>Form 5 – Joint/Co-Applicant Contract/Memorandum of Understanding</u> (REQUIRED FOR non-LEA applicants)

Form 5 is created by the applicant and should be uploaded into the related documents.

A Joint/Co-Applicant is defined as an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by significant involvement during the post-award program delivery. A Joint/Co-Applicants submission demonstrates collaboration outlined in the application must include detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation. (i.e., Narrative, Project Design, Services, Management, Assessment, etc.) grant-related services. A plan for ongoing meetings during the grant and sharing of data to meet GPRA measures must be developed.

Form 6 - Superintendent and Principal Certification and Assurances

This form must be completed by the principal of any school being served by the 21st CCLC grant and the superintendent of the LEA. The superintendent and each principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment to the ongoing success of the proposed project. A plan for ongoing meetings during the grant and sharing of data to meet GPRA measures must be developed. Applicants must complete the Superintendent and Principal Support Certification Form for all applicable eligible school(s) and upload into the related documents. (Form 6)

Applicants must confirm with the Superintendent and Principal that no other application will be submitted to serve the same students.

Form 7 – Administrative Worksheets

Use this form to calculate 30% of Administrative Costs and transfer the amounts to the Budget page in eGAP 2.0. This form must be completed and uploaded into the related documents.

Form 8 – Timeline

List the expected timeline and details of program activities for the academic year of October 1, 2023, through September 30, 2024. The timeline should include training, family engagement activities, service projects, and field trips. This form must be completed and uploaded into the related documents.

Documentation must include coordination of efforts and activities, and leadership's cooperation as evidenced by the required and signed Assurances (Form 3), Superintendent, and Principal Support Certification (Form 6).

Applicants must detail the process whereby the support of LEA leadership was obtained and plans for collaboration throughout the grant.

Form 9 – Job Descriptions and Organizational Flow Chart

Form 9 is created by the applicant and should be uploaded in eGAP 2.0 under additional documents.

Section III. Additional Documents

The following additional information should be uploaded into the related documents section of the eGAP 2.0 application under the designated categories:

- Copy of notarized business license or formal Certificate of Existence from the Office of the Secretary of State, State of Alabama
- Copies of incorporation papers for a 501C (3) or other entities (Limited Liability Corporation, Limited Liability Partnership)
- Copy of the applicant program's organizational chart
- Evidence of liability insurance of \$100,000 for non-LEAs with state business license
- An organization flow chart of how GPRA data will be collected that lists dates, responsible parties, and software platform use
- Safety Documentation (Building and Fire Inspection, ADA Compliance, etc.)
- An Unqualified Opinion for the company's annual financial statement audit that has been completed within the last two years
- Conflict of Interest form
- Advisory Council list
- Public documentation on the application, program, and meetings
- Proof of ADA compliance
- RFA Checklist

• Unique Entity ID number (UEI)

Section IV. Grant Finance

Applicant Specific Stipulations

Community-Based Organizations, Faith-Based Organizations, and Professional and For-Profit Organizations

School systems, schools, state-supported higher education institutions, and other state agencies are exempt from documenting financial soundness.

All non-LEA applicants must validate in eGAP 2.0 additional documents section by providing proof of their Capacity to Implement and successfully operate a 21st CCLC program.

Therefore, all such agencies and organizations must submit in eGAP 2.0 the added documentation listed below:

- Copy of a notarized business license or formal Certificate of Existence from the Office of the Secretary of State, State of Alabama. (A business license will only allow services to be rendered in the county in which it is issued.) Procedures for obtaining a Certificate of Existence:
 - Every business desiring to work or provide services in Alabama must register with the Secretary of State's Office. A business is considered a "foreign" company if it is established in another state. A business obtains the required document by completing an application, including a fee. (The entity receives a Certificate of Existence, signed by the Secretary of State, which cannot be a temporary certificate or one which expires. The forms are available online. If in doubt as to whether a company is registered with the Alabama Secretary of State's Office, please go to http://www.sos.alabama.gov and search for the company name.)
 - If a company is incorporated in the state of Alabama, incorporation papers and/or filing papers from the county in which it was formed will be the appropriate documentation for providing statewide services.
- The applicant must provide proof of a minimum of \$100,000 worth of liability insurance
 prior to the actual award of funding. The applicant must include the insurance company's
 name and the policy number or a copy of the policy cover page. On the insurance policy,
 in the box labeled "Certificate Holder," that it is for "Evidence of Insurance for ALSDE."
- Copies of incorporation papers for a 501C (3) or other entities (Limited Liability Corporation, Limited Liability Partnership) or documentation of a legal partnership (FBOs may choose to comply with this standard but are exempt from this requirement).
- Copy of the applicant program's organizational chart.
- An Unqualified Opinion for the company's annual financial statement audit that has been completed within the last two years or comparable documents of financial viability, such as an irrevocable financial letter of credit in the amount of at least \$75,000.

Upon the Award of Grant Funding

All non-LEAs (CBOs, FBOs, For-Profits, etc.) must complete and electronically submit to ALSDE Accounting a monthly report of expenditures known as ES-2 located in eGAP 2.0. (These documents with instructions will be provided after the awarding of 21st CCLC funds.) A final report of expenditures must be submitted within 30 days of the end of the fiscal year using the ES-2 Form and any additional forms as required by the ALSDE Accounting Department (available on the ALSDE website at https://www.alabamaachieves.org/lea-accounting/). Failure to submit the final report may result in the ALSDE withholding funds for the succeeding year(s).

Requests to receive advancement of funds prior to the start of the grant should be submitted to ALSDE Accounting for up to \$25,000 for 3 months.

All non-LEA applicants must indicate the name of the entity that conducts the required audits and the frequency in which they occur. When a new audit is performed, the documentation should be uploaded into eGAP 2.0 in the related documents section.

Once awarded 21st CCLC funding, grantees must maintain detailed and accurate timesheets, Personnel Activity Reports (PARs), and expenditure reports throughout the life of the grant award period. (Training on policies and procedures regarding these expectations will be provided.)

APPENDIX



Appendix A – Glossary of Terms, Definitions, and Acronyms

Term / Acronym	Definition / Description
21st CCLC	U.S. Department of Education program, administered through the states, provides grants to schools, community and faith-based organizations, and youth agencies, to provide high-quality, expanded-learning opportunities outside regular school hours for children in a safe and sound educational environment.
ALSDE	Alabama State Department of Education (ALSDE) is the state agency responsible for administrating the 21st CCLC grant. The 21st CCLC funding is administered through the federal programs division of the ALSDE.
Budget	Documented plan used to describe the intended use of the grant award. The budget must be submitted during the grant application process and approved by the ALSDE. Once approved by the ALSDE, the grantee is committed to spending their grant funds according to the entries on the table.
Budget Revision	When changes from a previously approved budget, the budget form must be revised, and the ALSDE must approve the changes before the added spending occurs.
СВО	Community-based Organization is a public or private nonprofit organization of demonstrated effectiveness that: (1) is representative of a community or significant segments of a community; and (2) provides educational or related services to individuals in the community.
CIP	Continuous Improvement Plan is an ongoing plan to improve operational practices and processes related to efficiency, effectiveness, and student outcomes.
CNP	The Child Nutrition Programs are funded by the federal government to support meal and milk service programs for children in schools, residential and day care facilities, family and group day care homes, and summer day camps, and for low-income pregnant and postpartum women, infants, and children underage.
Co-Applicant	A Co-Applicant is an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by significant involvement during the post-award program delivery of grant related services. This collaboration is <u>not</u> merely a partnership through contracted provided services.
Contract	Contract is defined as any legally binding agreement voluntarily entered by one or more parties that places an obligation on each party to do or not do something for one or more of the other parties and that gives each party the right to demand the performance of whatever is promised to them by the other parties.
EBR	Evidence Based Research in general, except as provided in the subparagraph, the term "evidence-based," when used with respect to a state, local educational agency, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect to improving student outcomes or other relevant outcomes based on the following: - strong evidence from at least one well-designed and well-implemented experimental study. - moderate evidence from at least one well-designed and well-

EDGAR	 implemented quasi-experimental study. promising evidence from at least one well-designed and well-implemented correlational study with statistical controls or selection bias. demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to prove student outcomes or other relevant outcomes. includes ongoing efforts to examine the effects of such activity, strategy, or intervention. Education Department of General Administrative Regulations are the federal regulations that govern all federal grants awarded by the U.S. Department of Education on or after December 26, 2014, to local districts (LEAs) and charters, including state-administered programs. Governs implementation and compliance of all federal grants. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
ESEA – Now ESSA	The Elementary and Secondary Education Act of 1965 (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 (21st CCLC) program was reauthorized in 2015 in Title IV, Part B of the ESEA by the Every Student Succeeds Act (ESSA).
External Evaluator	An external evaluator is an individual, agency, organization, etc., that is used to conduct an evaluation of the program.
FBO	Faith-Based Organization is a religious organization that is or applies to be a contractor to provide goods or services for programs funded by the block grant.
Feeder School	Any public or private school that provides students to the 21st CCLC center.
Grant Period	Cohort 17 is a 3 year grant.
LEA	Local Education Agency is a combination of school districts in grades K-12, having administrative control and direction of free public education within the state, or other entities as designated by the Board, and includes any entity with statewide responsibility for directly operating and maintaining facilities for providing public education.
LOI	The Letter of Intent is a document indicating that prior discussions have taken place between the primary applicant and primary partner(s) as to the goals, program development, and individual responsibilities regarding the applicant's 21st CCLC program. This document needs to be signed by a designee of both parties and submitted to the ALSDE by all applicants.
MOU	A Memorandum of Understanding/Agreement (MOU) will typically specify mutually accepted expectations between two or more people or organizations, as they labor together toward a common objective. Generally, they do not carry the binding weight of a contract.
Non-LEA	An entity other than a LEA that applies for a 21st CCLC grant. This may include non-profit agencies, community-based organizations (CBO), faith-based organizations (FBO), private schools, colleges or universities, regional education agencies, libraries, health-based organizations, museums, park/recreation departments, or for-profit agencies.

OMB Circulars	Federal Office of Management and Budget—works cooperatively with federal agencies and non-federal parties, and establishes government-wide grants management policies and guidelines through circulars and common rules. These policies are adopted by each grant-making agency and inserted into their federal regulations. OMB website https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200 main 02.tpl :	
Partnerships	An individual or organization other than the grantee that actively contributes to the 21st CCLC-funded project. Service provider agencies Community volunteer-based organizations Consumer/advocacy groups Professional associations Child Nutrition Program (CNP) Higher Education (Colleges, Universities) Businesses, Corporations, and Retailers Community leaders Cooperative Extension Services Financial Institutions Churches Police and Fire Departments, Public Works Hotels and Restaurants Parks and Recreations	
Period of Availability	The fiscal period of the grant coincides with the state fiscal year beginning October 1, 2023, through September 30, 2026. This period is important relative to allowable activities, the purchase of equipment and supplies, etc. All services must occur during the period of availability.	
RFA	Request for Application is a type of solicitation notice in which an organization announces that grant funding is available.	
Site	A site is a location where the student participants spend the majority of their time. Feeder sites are the schools that supply the majority of the students for the 21st CCLC programs.	
Sub-Grant Award	The portion of the total ALSDE award made available to individual applicants is called a sub-grant.	
Sustainability Plan	The plan that each grantee must develop and incorporate into the RFA that will enable its 21st CCLC program to remain in place once the grant funding has ended.	

<u>Appendix B – Complaint Procedures</u>

Overview

This document sets forth the process for resolving complaints presented by individuals or organizations to the Alabama State Department of Education (ALSDE). Such complaints may include information on how a school district, the ALSDE, or other entity has violated a federal law, rule, or regulation applicable to any "covered federal programs".

Before submitting a complaint about a school or school district, the ALSDE requires that individuals first complete the complaint procedures established by the local education agency (LEA). This may involve contacting the local school district, expressing concerns to the appropriate board employee, and receiving information on how to proceed.

Authorization

The procedures for resolving written complaints satisfy 20 USC 7844(3)(C) and 20 USC 7883 (Section 9503) (a-b) and offer parents and other stakeholders concerned with the appropriate delivery of services to children a simple, straightforward method for considering their claims of inappropriate action.

Resolution Protocol

It is the policy of the ALSDE to investigate all allegations of noncompliance with federal laws, rules, or regulations.

Step One: Procedures for Filing Written Complaints

The term "complaint" means an allegation by an individual or group, that the state, a LEA, or other sub-grantee receiving federal funds has, in some way, violated a federal statute or regulation or a related state regulation that applies to a covered federal program. Complainants may include public agencies, parents, and other individuals or organizations. The ALSDE regrets that it cannot accept or investigate allegations of violations from anonymous sources.

At any time during the year, Federal Programs accepts written complaints describing how an entity is violating or has violated a federal statute or regulation that applies to covered programs. All complaints follow these guidelines:

- The complaint is written and signed by a person or parties making the complaint.
- The complaint identifies the alleged infringement of a covered program that the ALSDE, LEA, or entity has violated and gives details or facts upon which the complaint is based.
- The complaint includes details on how the complainant would have the ALSDE resolve the complaint.

Step Two: Transmitting the Complaint to the ALSDE Complaints may be mailed to the following address:

Alabama State Department of Education Federal Programs Director Gordon Persons Building, Room 5348 P. O. Box 302101 Montgomery, AL 36130-2101

Or hand-delivered to the ALSDE at this physical address:

Alabama State Department of Education Attention: Federal Programs Director Gordon Persons Building, Room 5348 50 North Ripley Street

Procedures for Handling a Complaint

To address concerns in a timely manner, Federal Programs will:

- Strive to resolve the complaint within 60 calendar days of receiving the written complaint with the exception of the investigation extension is necessary.
- Share a copy of the complaint with appropriate stakeholders.

Initial Contact and Intake Protocol

The ALSDE will contact both parties via telephone call or written communication (in absence of a telephone number) to clarify the issues, review the complaint process with both parties and attempt to resolve the complaint. Both parties will be given opportunities to discuss the complaint.

Secondary Step

If the complaint cannot be resolved during this initial contact, the ALSDE will invite the other party to submit a written response to the ALSDE, with a copy being sent to the complainant.

Follow-Up

After initial contact is made with both parties, a formal Letter of Allegations will be developed. The purpose of this communication is to:

- Identify the complainant and the complainant's alleged issues, i.e., areas in which the other
 party has allegedly failed to comply with the federal rules/regulations related to the provision
 of services.
- Identify the date that the ALSDE received the complaint.
- Give a statement of the ways in which the ALSDE may investigate the complaint.
- Verify the identity of an assigned ALSDE staff.
- Reguest additional information of the complainant, if necessary.
- Summarize the ALSDE's commitment to a resolution in the form of a "Letter of Findings".
- Identify documentation the party will need to provide to assist the ALSDE in making a
 determination of compliance or noncompliance.

Formal Communication

The ALSDE will analyze documentation received to determine whether the complaint alleging noncompliance has merit in order to then issue a Letter of Findings. Should the ALSDE contact find an additional violation, not cited in the original Letter of Allegations, the contact is obligated to add this violation to the Letter of Findings. The Letter of Findings will then be sent to the other party with a copy to the original complainant. The letter will either contain a statement that describes the need for corrective action or will state that the ALSDE did not find any addressable grievances.

On-Site Investigations

During an on-site investigation, the ALSDE may do one or both of the following:

- Request documentation from concerned parties to strengthen any refutation of the findings.
- Conduct an on-site investigation specifically to investigate the complaint, but not be limited to such.

The ALSDE has the authority to determines if additional allegations need investigation.

Procedures for an Appeal

If such complaint is not resolved to the satisfaction of the parties involved, the complainant may appeal the ALSDE's findings. Such appeal must be in writing and postmarked or delivered to the ALSDE within 30-calendar days from the date of the Letter of Findings. 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.

Complaint Closure

The ALSDE will issue a "Letter of Closure" which will include a summary of the corrective actions that must be taken to resolve the complaint and the ALSDE's reasons for believing that the corrective actions warrant closure of the complaint.

Formal Hearing

If such complaint is still not resolved to the complainant's satisfaction, an Ad Hoc Dispute Resolution Panel appointed by the ALSDE will conduct a formal hearing. A secretary will be designated to take minutes, and an electronic recording will be made. The ALSDE panel will provide opportunity for both parties involved to submit evidence, both oral and written, including the opportunity to question the involved parties and/or witnesses. The decision of this panel shall be considered final, although the complainant has the right to appeal the decision of the Ad Hoc Dispute Resolution Panel to the U. S. Secretary of Education.

Procedures for Filing a Complaint against the ALSDE

- **A.** In the event a complaint is filed against the ALSDE, an Ad Hoc Dispute Resolution Panel consisting of four members, two of which will be appointed by the ALSDE and two of which will be recommended by the complainant, will be convened at a mutually convenient date and time. The Panel will review allegations to determine if the allegations have merit for a hearing.
- **B.** If a hearing is merited, the Panel will request both parties to submit evidence. After a review of the documentation, the Panel may request a hearing with the ALSDE and the complainant. After the hearing, the Panel will issue a "Letter of Findings." The Ad Hoc Dispute Resolution Panel determination will be considered final and written information will be afforded to all parties as documentation.

Appendix C – Required Forms



Office of Student Learning Federal Programs 21st Century Community Learning Centers

Form 1 - Letter of Intent

Intent to Apply for Title IV, Part B Funds A letter of intent (LOI) is not mandatory.

The	local education agency (LEA	A) or	faith-		
based organization (FBC	pased organization (FBO), community-based organization (CBO), institution of higher education (IHE),				
non-profit agency, city or	non-profit agency, city or county government, or for-profit corporation intends to apply for Title IV, Part B				
funds for Fiscal Year 202	24 (FY2024).				
Fiscal Agent:					
School Served:					
Percentage of Poverty for S	School(s) Served:				
	e found in eGAP 2.0 online systen n the highest percentage of poverty		ng multiple		
Address:					
City:	State:	Zip Code:			
County:	Phone:				
Fire all.					

Office of Student Learning
Federal Programs
21st Century Community Learning Centers

Form 1 continued

Executive Officer's Signature (non-LEA)	Date (mm/dd/yyyy)
Superintendent's Signature (LEA)	Date (mm/dd/yyyy)
School's Administrator Signature (The signature is from the school that will be served.)	Date (mm/dd/yyyy)
Chief School Financial Officer/Fiscal Representative Signature (The signature is from the school that will be served.)	Date (mm/dd/yyyy)

- Filing of this notice is not mandatory; however, it will assist the ALSDE in anticipating the volume of proposals.
- Filing this notice in no way binds the organization to submit a proposal for this Request for Application.
- Applicants who do not file this notice are still eligible to submit a proposal.
- Only one application may be submitted for each site and students.

Please submit this notice by mail or email as soon as possible after receipt of the RFA, but not later than August 21, 2023.

Please mail or email to:

Ms. Annette Scogin, Education Administrator
Alabama State Department of Education
Federal Programs
Gordon Persons Building, Room 5348
Post Office Box 302101
Montgomery, AL 36104

Alabama State Department of Education Office of Student Learning

Office of Student Learning
Federal Programs
21st Century Community Learning Centers
FY24 C-17

Form 2 - Cover Page

Applicant Name	
Name of Fiscal Agent:	
Requested Amount:	
Schools to be served:	
Priority Points Claimed:	
This application is a Joint/Co–Applicant proposal	Yes No
 This application will serve middle and high schoo students ONLY: 	
This application offers a Summer Program:	Yes No
 County without current 21st CCLC Program: 	Yes No
 Comprehensive Support and Improvement School: 	Yes No
 Additional Targeted Support and Improvement School: 	
 Targeted Support and Improvement School: 	Yes No
For LEA Applicants Only: Name of Cost Center (For grants serving more than one school, enter the Cost Center Code	selected primary school served as the cost center.)
Signature of Designated Project Manager	Timed Name of Ducket Manager
Date:	Typed Name of Project Manager
Contact Phone Number and Email Address	
I certify that I am authorized by the governing board of the above-rapplication or amendment: that all assurances, certifications, and the program will be implemented as described; and that the governequirements, including any audit exceptions.	disclosures submitted with the application will be observed; that
	Signature of Superintendent or Authorized Official
	Typed name of Superintendent/Authorized Official

Form 3 - Assurances and Certifications

An initial by the Superintendent or authorized person in the space to the left indicates the applicant agrees to comply

with the statement. Original signatures must be on the form and dated with the current date to be considered. The applicant agrees to keep records and provide information to the Alabama State Department of Education (ALSDE) as reasonable and as may be required for fiscal audit and program evaluation. All non-LEA applicants receiving more than \$750,000 per year agree to have an annual audit, per guidance from 2 C.F.R. Part 200.501 The Community Learning Center will be operated in a safe and easily accessible facility. All reports will be completed and submitted in a timely manner in accordance with directives from the ALSDE. The applicant will establish an active Community Learning Center Advisory Council that will meet at least biannually. The applicant, if funded, will utilize fiscal accounting, disbursement, and auditing procedures consistent with local policies and ALSDE requirements. Chief Financial School Officers will provide appropriate expenditure reports at least monthly to the 21st CCLC program manager for the purpose of managing 21st CCLC funds. The proposed program was developed and will be conducted in active collaboration with other federal funding sources to increase the level of state, local, and other non-federal funds-that would, in the absence of 21st CCLC funds be made available for programs and activities authorized under this program; therefore, avoiding the supplanting of other federal or non-federal funds. Employees paid by 21st CCLC funds will not be used for any purpose other than to conduct the specific programs set forth in the proposal based on the full or proportionate salary and time worked. The community will be given notice of the intent to submit an application for 21st CCLC funds and that the application and any waiver requests will be available for public review after submission of the application. The applicant has authority under Alabama state law to perform the function of the community learning center under the regulations set forth in the guidance to submit the application; and to receive, hold, and disburse federal funds made available under the application. Funds will be expended according to the purpose and intent for which they were designated by ESEA directives and the LEA/non-LEA application for funds. This application will serve as the basis for local operation and administration of program(s) under ESEA. The applicant communicates and enforces rules and regulations of student and employee conduct, related illicit drug use, and unlawful possession and distribution of these drugs. The applicant further clearly communicates sanctions for both students and employees and provides information about available resources for those in need of such information. Procedures are developed for all requirements set forth in accordance with section 4202(b)(2), 4205(b)(1), 2 C.F.R § 200.405(d) and all USDOE and ALSDE requirements. Applicant will comply with the applicable Office of Management and Budget 2CFR part 200 "Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Grants." Applicant will comply with Education Department General Administrative Regulations (EDGAR), 34 CFR Part 80 and Section 427 of the General Education and Provisions Act relating to overcoming barriers in the six areas of gender, race, national origin, color, disability, or age. Signature of Superintendent or Project Authorized Official Date Signature of Chief School Financial Officer/Fiscal Accountant Date Or Signature of non-LEA/Agency CEO The above-required signatures show 100% commitment and support of the 21st CCLC grant with collaboration and establishment

of cohesiveness with other state Out of School Time (OST) requirements. A data sharing agreement should be in place.

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Form 4 - Partnership Agreement

By signing this document, you are certifying that you are a contributing community partner to the 21st Century Community Learning Center; and you are committed to its ongoing success, as the project seeks to serve students and families in your area. 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

Office of Student Learning
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Form 5 - Sample

The purpose of this Memorandum of Agreement is to state the mutual understanding of the parties regarding the application to establish a 21st Century Community Learning Center and foundation for collaboration between

(Name of Organization 1) and (Name of Organization 2)
(Name of Organization 1), supported by 21st CLCC funds, has set the following goals for 202 202_ for students in grade level(s): 1
This agreement defines the partnership agreement and contributions and capabilities of (Name of Organization 1), to advance goals 1-3 through the following: 1. (Examples of contributions and capabilities of the above-mentioned partner) 2
This agreement defines the partnership agreement and contributions and capabilities of (Name of Organization 2), to advance goals 1-3 through the following: 1. (Examples of contributions and capabilities of the above-mentioned partner) 2 3 The agreement is for a period of one year and may be renewed annually up to five
years. Accepted and Agreed: Organization #1:
By:
Date: Title:
Organization #2:
By:
Date:
T14

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Form 6 - LEA Support

The Alabama State Department of Education (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 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 LEAs 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate the program in the school district and community.
- 2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
- 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 local LEA must provide access to state-administered assessment results, regular school attendance data, and documentation of student behavior data. Documentation must 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 or anecdotal information, and safety data.
- 5. Consider the 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 statues; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

Location Leadership (Principal, Assistant Principal(s), etc.) agrees to the following roles and responsibilities:

- 1. Maintain knowledge of state (ALSDE) and local LEAs 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate 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.
- Meet weekly/bi-weekly with the Program Manager or Site Coordinator(s) 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 necessary or 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.)
- 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 the local LEA plan of the CIP.
- 11. Participate in meetings as deemed appropriate, necessary, and/or as requested by the ALSDE.
- 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 set forth in the Grant Application.

Name of Eligible LEA/School(s)

By signature, I certify that I have reviewed all applicable documentation; I understand and agree to support the implementation of the proposed 21st CCLC program and will adhere to the assurances.

Name of Superintendent	Original Signature	Date
Name of Principal(s)	Original Signature	Date

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Form 7 - Administrative Cost Worksheet

FY 10/1/2023 to 9/30/2024

Applicant Agency:	
Site Location:	
Revision Date:	Cohort:

Total Grant Award		Administrative Cap		Program Administrative Cost	
		Administrative	Personnel		
		Annual Salary			
Object Code	Title/Position		Benefits	Totals	
Organizational Code for CBO/BFO					
				Total Salaries	

Form 7 Continued				
Total Administrative Salaries from the table above:				
Place this amount on	the Budget Page in eGAP 2.0 under General Adr	ninistrative (6000-6999) Salaries (010-199).		
	should be allocated under General Administrative in e			
, tarrimotrativo calarico c	Tiodia do allocatoa arraci Conoral / tarrimicitativo irro	Crit 2.0 and departed from other dutary randing.		
Total Administrative B	enefits from the table above:			
	,			
Place this amount on	the Budget Page in eGAP 2.0 under General Adr	ninistrative (6000-6999) Benefits (200-299)		
	Indirect Costs	S		
Indirect Costs are d	lefined as those costs of a general nature that are not	t readily identifiable with the activities of the grant; but are,		
	theless, incurred for the joint benefit of those activitie			
	•	<u> </u>		
Object Code	Item	Total		
Organizational Code				
for CBO/FBO				
Total Indirect Costs				

Alabama State Department of Education Office of Student Learning

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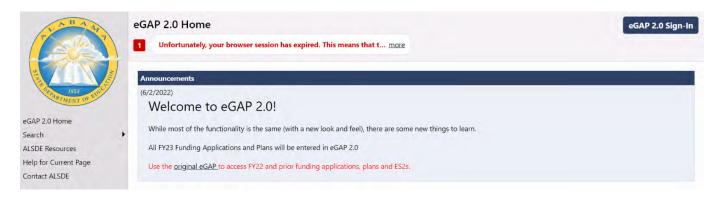
Form 8 - Program Timeline

10/1/2023 - 9/30/2024

Applicant Agency		Site Location	
New Applic	cation: YesNo	Continuation Application: YesNo	
Applicants must list the expected timeline for program activities for the academic year of October 1, 2023 - September 30, 2024. A comprehensive month-by-month timeline outlining the procedures to be followed during the grant year must be provided. It should include the following: Planning meetings, Advisory Council appointments, and meetings, hiring of staff, training, recruitment of students, meetings with school day staff, creating of materials, student, and family engagement activities, evaluations, and assessments and summer school if applicable.			
Month		Activities	
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

July

Appendix D - Determine a School's Poverty Percentage



- 1. Go to eGAP 2.0 Home (egrantsmanagement.com)
- Enter the name of the school system and click Search.
 You do not need a username or password to continue this process.
- 3. Click on the FA under Function
- 4. Under Entitlement Funding Application, click Consolidated.
- 5. Under Description, click on the Building Eligibility page.
- 6. Find the school to be served by the grant. The school's poverty percentage is in the column labeled, Low-Income Student Percentage. If you are serving multiple schools, use the school with the highest percentage of poverty.

Appendix E – Application Scoring

Application Rubric

Minimum standard criterion score requirement to be eligible for competitive priority points is 191.

Application Components	Points Awarded
#1 Needs Assessment Checklist All boxes must be completed.	(0) All items (boxes) are not addressed.(5) All items (boxes) are completed.STANDARD CRITERION POINTS: 0/5
H2 Needs Assessment Narrative The narrative provides a detailed description of the process and data collected to identify the needs of students and families. Must address the following: Identify services to students, parents, and families Strategies for achieving projected goals	(0) There is no evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families and strategies for achieving the project goals. Nor did the needs assessment address the school and community identified needs of the students and their families. (10) There is weak evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families and strategies for achieving the project goals. Weak evidence that the needs assessment addresses the school and community and limited evidence that it identified the needs of the students and their families. (20) There is moderate evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families and strategies for achieving the project goals. Good evidence that the needs assessment addresses the school and community and moderate evidence that it identified the needs of the students and their families. (30) There is clear and convincing evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families and strategies for achieving the project goals. Clear and convincing evidence that the needs assessment addresses the school and community and identifies the needs of the students and their families.

#3 School and School District(s)

- Grade levels served must be listed
- The school(s) to be served should be listed along with the appropriate school district
- The designated cost center school is named. (For LEAs only)
- Location of services is addressed
- Description of steps taken to inform and involve school leadership in the grant application is described in detail

- (0) There is no evidence that all required components were addressed.
- (3) There is some evidence that all the required components were addressed.
- (5) There is evidence that all the required components were clearly and convincingly addressed and very detailed in the application.

STANDARD CRITERION POINTS: 0/5

#4 Goals and Measurable Objectives

- Goals with at least one measurable objective focusing on the following: (Include how it relates to the identified community need; impacts student success; personal, and family enrichment.)
- Provide academic enrichment to improve academic progress (Grade Point Average and Standardized Assessments)
- Increase attendance for the regular school day
- Increase family involvement
- Improve daily behavior throughout the regular school day
- Implement Science, Technology, Engineering, Math (STEM) activities, as correlated to the regular school day
- Service Learning projects

Goals

- (0) The applicant has provided no goals that address the identified community needs or those required in the grant (i.e., academic success in reading and math, increased attendance in the regular school day, improved school day behavior, increased family involvement, and implementation of STEM activities, service learning).
- (5) The applicant has provided a few goals but not all that address the identified community needs or those required in the grant (i.e., academic success in reading and math, increased attendance in the regular school day, improved school day behavior, increased family involvement, and implementation of STEM activities, service learning).
- (10) The applicant has provided at least one goal for each of the required 6 elements that address the identified community needs or those required in the grant (i.e., academic success in reading and math, increased attendance in the regular school day, improved school day behavior, increased family involvement, and implementation of STEM activities, service learning).

Objectives

- (0) There are no objectives associated with any of the identified goals.
- (5) There are objectives associated with all the identified goals, but they are not all written in measurable terms.
- (20) There are objectives associated with all the identified goals, and they are all written in clearly defined measurable terms.

#5 Program Activities Challenging State Academic Standards

- Program Activities should be directly linked to the stated goals and objectives of the RFA, and methods of evaluation that confirm their effectiveness should be outlined.
- Program Activities must be evidence- based and should impact the following:
 - -Academic enrichment to improve academic progress
 - -Reading
 - -Mathematics
 - -STEM learning

- (0) There is no evidence that the applicant developed a comprehensive, detailed plan for activities that are directly linked to and positively impact the stated priorities.
- (5) There is some evidence that the applicant developed a comprehensive, detailed plan for activities that are directly linked to and positively impact the stated priorities.
- (10) There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan for activities that are directly linked to and positively impact the stated priorities.

STANDARD CRITERION POINTS: 0/10

#6 Program Activities Nutrition and Health

- Program Activities should be clearly related to the stated goals and objectives of the RFA.
- Program Activities should impact the following goals and objectives:
 - -Healthy lifestyles/Obesity
 - -Nutrition and Health Education
 - -Physical Fitness and Wellness
 - -Arts

- (0) There is no evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the stated priorities.
- (5) There is some evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the stated priorities.
- (10) There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the stated priorities.

#7 Program Activities Parent and Family Engagement

- Program Activities should be clearly related to the stated goals and objectives of the RFA.
- Program Activities should impact the following goals and objectives:
 - -Student and Family Literacy
 - -Financial Literacy
 - -Career Readiness and Technical Education
 - -Parenting Skills
 - -Family Engagement

STANDARD CRITERION POINTS: 0/10

- (0) There is no evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the stated priorities.
 - (5) There is some evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the stated priorities.
 - (10) There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the stated priorities.

#8 Program Activities Service Learning

- Program Activities should be clearly related to the stated goals and objectives of the RFA.
- Service Learning activities must adhere to the 5 components of an effective Service Learning Project.
 - -Investigation
 - -Preparation
 - -Action
 - -Reflection
 - -Demonstration/Celebration

- (0) There is no evidence that the applicant developed a comprehensive, detailed plan which includes the 5 service learning components.
- (5) There is some evidence that the applicant developed a comprehensive, detailed plan for activities which included the 5 service learning components.
- (10) There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan which included all 5 service learning components.

STANDARD CRITERION POINTS: 0/10

#9 Capacity to Implement: Student Safety

Detailed Safety Plans that should include:

- -Student supervision at all times
- -Safe place to host the program
- (0) There is no evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in the RFA.
- (4) There is some evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in the RFA.
- (8) There is strong and clear evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in the RFA.

#10 Capacity to Implement: Transportation

Transportation Issues must be addressed in detail and should include:

- -Getting to and from the CCLC
- -Bus safety training
- -Field trip information
- -Drivers used Types of vehicles used
- -Aligned budgetary information

(0) There is no evidence that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as

outlined in the RFA.

STANDARD CRITERION POINTS: 0/8

- (4) There is some evidence that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the RFA.
- (8) There is strong and clear evidence that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the RFA.

#11 Capacity to Implement: Operations

Operations address the School Day Program:

- -Enrollment procedures outlined
- -Weeks, days, and hours
- -Behavior standards and policies detailed
- -Nutritious snacks must be served
- -Program Activities are scheduled only during out-of-school hours
- -Plans regarding summer school, vacations, school breaks, etc.

- (0) The applicant has provided no documentation to support the required components that substantiate effective daily operations.
- (4) The applicant has provided some documentation to support the required components that substantiate effective daily operations.
- (8) The applicant has provided strong and clear documentation to support the required components that substantiate effective daily operations.

STANDARD CRITERION POINTS: 0/8

#12 Staffing Qualifications and Professional Development

- Detailed descriptions of all staffing positions should be provided, and the number of individuals in each Program Directors/Site-Coordinators, Teachers/Instructors, Instructional Aides, and Bookkeepers, compensated with 21st CCLC funds.
- Qualifications, roles, and responsibilities must be included in the Job Descriptions
- Projected teacher/student ratio must be addressed
- Detailed description of the qualifications that volunteers should possess and how they will be utilized to support the program
- A detailed Professional Development Plan for all staff members, which includes supervisors, teachers, aides, and volunteers must be presented. This should include how, who, what, when, and where.
- All required ALSDE trainings should be included in the description. (i.e., Grantee Fall Training, the annual Alabama Community

- (0) The applicant has provided no documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended teacher/student ratio nor has the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel.
- (3) The applicant has provided weak documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended teacher/student ratio or weak evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel.
- (7) The applicant has provided some documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended teacher/student ratio and some evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel.
- (11) The applicant has provided substantial documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended teacher/student ratio and evidence that the applicant developed a comprehensive,

Education Association detailed plan to meet the professional development needs of all staff and personnel. Conference). (15) The applicant has provided strong and clear documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended teacher/student ratio and clear and convincing evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel. STANDARD CRITERION POINTS: 0/15 (0) The applicant has provided no documentation to #13 support the effective management and administration of **Program Management** the program. A detailed description of supervisory (3) The applicant has provided weak documentation to management staff with support the effective management and administration of corresponding job descriptions, the program. hours worked, and location of services must be provided. (5) The applicant has provided some documentation to support the effective management and administration of All supervising staffing the program. outlined must be directly correlated to budgetary (8) The applicant has provided substantial allocations and remain within documentation to support the effective management the administrative allowance and administration of the program. of 30%. (10) The applicant has provided strong and convincing documentation to support the effective management and administration of the program. **STANDARD CRITERION POINTS: 0/10** #14 (0) The applicant has provided no documentation Integration into the to support the active collaboration and School(s) Continuous coordination with the LEAs Continuous Improvement Plan (CIP) Improvement Plan. (2) The applicant has provided weak Potential impact program would have on CIP clearly defined joint documentation to support the active collaboration and coordination with the LEAs Continuous planning. Improvement Plan. LEA and central office support must be addressed with signed (3) The applicant has provided some agreements. documentation to support the active collaboration and coordination with the LEAs Continuous

Improvement Plan.

(4) The applicant has provided substantial

documentation to support the active collaboration

and coordination with the LEAs Continuous Improvement Plan.

(5) The applicant has provided clear and convincing documentation to support the active collaboration and coordination with the LEAs Continuous Improvement Plan.

STANDARD CRITERION POINTS: 0/5

#15 Community Partnership

- A narrative detailed description of the commitments for each partnership developed that includes some of the following – the partners' roles, responsibilities, and degree of involvement must be submitted.
- Agreements addressed.
 Names of contact persons and phone numbers included. (Form 4) Are there a variety of partnerships being developed? (If geographically possible)
- Advisory Council procedures addressed (Establishment, Schedule, Agreements, membership composition, etc.)
- The Joint/Co-Applicant Proposal description should not be addressed here.

- (0) The applicant has not provided a detailed description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.
- (4) The applicant has provided a weak description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.
- (8) The applicant has provided a substantial description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements. A description of the Advisory Council is included.
- (10) The applicant has provided a strong and convincing description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements. A detailed description of the Advisory Council is included.

#16 Program Communication

- An inclusive plan of ongoing communication must be submitted addressing the following constituents and stakeholders:
 - -Program staff
 - -Volunteers
 - -Teachers
 - -Students
 - -Parents
 - -Community members
- A strategy for the recruitment of students must be addressed.

- (0) The applicant has not provided a thorough and comprehensive communication plan to address all program constituents and stakeholders.
- (5) The applicant addresses only 2 of the 5 constituents (program staff, volunteers, teachers, students, parents, and community members).
- (10) The applicant has provided a comprehensive communication plan that entails the recruitment of students to address all program constituents and stakeholders.

STANDARD CRITERION POINTS: 0/10

#17 Budget/Allocation of Resources

- All components of the budget must align with stated goals and objectives.
- All costs must be reasonable, customary, necessary, and defendable.
- A clear and detailed description for each budget line item must be provided.
- All Administrative and Indirect Costs must remain within the state mandated 30% allocation. (Refer to RFA stipulations regarding administration allowances.)
- Transportation cost must not exceed 25%.
- Professional Development cost must not exceed 5% of the grant award requested.
- External Evaluator must not exceed 3% of the grant award requested.
- Purchased Services/Contracted Services (Refer to the contracts section of the RFA to ensure compliance.)
- All items addressed in the budget narrative must correspond and be directly correlated to the required link.

- (0) The applicant has not provided a comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary form.
- (5) The applicant has provided a weak budget overview with minimal detail.
- (15) The applicant has provided some budgetary overview which includes some allocations and expenditures.
- (20) The applicant has provided a moderately comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary item.
- (25) The applicant has provided a clear and convincing comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary form.

#18 Sustainability

A detailed description of the sustainability plan must be provided and should include information pertaining to partnerships, funding sources (i.e., additional grants, inkind donations), continuation of services, and commitments.

- (0) The applicant has not provided a sustainability plan.
- (4) The applicant has provided a weak sustainability plan.
- (6) The applicant has provided a sustainability plan that somewhat supports and ensures ongoing programmatic success and longevity.
- (8) The applicant has provided a moderately thorough and comprehensive sustainability plan to support and ensure ongoing programmatic success and longevity.
- (10) The applicant has provided a clear and convincingly thorough and comprehensive sustainability plan to support and ensure ongoing programmatic success and longevity.

STANDARD CRITERION POINTS: 0/10

#19 Program Evaluation

A rigorous evaluation/monitoring plan/ system must be in place and include:

- -Year-long detailed plan for evaluation
- -Connection to goals and objectives
- -Evaluation tools used
- -Distribution of results
- -Program improvement
- -Hiring process of outside evaluator
- -Name of External Evaluator

- (0) The applicant has not provided a program evaluation plan.
- (5) The applicant has provided a weak program evaluation plan which only addresses 2-3 of the required elements.
- (10) The applicant has provided a program evaluation plan which addresses most but not all required elements.
- (15) The applicant has provided a moderately comprehensive program evaluation plan addressing all required elements.
- (20) The applicant has provided a clear and convincing comprehensive program evaluation plan which includes all required elements and in detail.

ADDITIONAL COMPETITIVE POINTS

Applicants may earn Additional Competitive Points, as outlined in the RFA. Applicants must demonstrate their joint/collaborative efforts and/or their projected impact on the school(s) in improvement throughout the entirety of the grant application.

The ALSDE will post – screen the applications upon the completion of the readers' review and scoring to ensure accuracy and the validation of sufficient evidentiary documentation to warrant the awarding of additional competitive points.

TOTAL COMPETITIVE PRIORITY POINTS FOR THIS SECTION: 0/15

Joint/Co-Applicant Proposal

- A proposal submitted through combined efforts of an LEA receiving Title I funding and a public or private community organization. (Corporation, CBO, or FBO)
- This collaboration is not merely a partnership through contracted provided services.
- The LEA and other organization(s) must work extensively in the planning and design of the program.
- Each must have substantial roles in the delivery of services.
- Each must share grant resources to implement the proposed project effectively.
- Each must be involved in the management and oversight of the proposed program.
- A signed agreement (Form 5) between both entities stating the collaboration of efforts, resources, and funding must be submitted with the grant application. This document must be clearly defined and detailed.

(0) Not Applicable

- (1) The applicant has not developed a thorough and comprehensive joint, collaborative proposal addressed throughout each of the RFA's components which demonstrate the effectual daily operations and administration of the program.
- (3) The applicant has established a thorough and comprehensive joint, collaborative proposal addressed throughout each of the RFA's components which demonstrate the effectual daily operations and administration of the program.

Summer Programs

Applicant proposes to offer a comprehensive Summer Program for a minimum of 75 contact hours per week.

Summer Programming is not required. If applicants are applying for competitive points for their summer program, they must address their proposed summer program. Describe operations addressed during the summer program to include:

- Enrollment procedures outlined
- Behavior policies and standards detailed
- Weeks, days, and hours of operations outlined
- Nutritious snacks to be served and the Child Nutrition Program is involved
- Program Activities are scheduled
- Comprehensive timeline
- Background checks for all staff
- Weather, fire, intruder, and emergencies procedures
- Procedures for secure drop off/pick-up
- Parent Notification regarding attendance
- Health Plans / Administration of Medication
- (0) Not Applicable
- (1) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for the summer school priority points. However, there is no evidence they are meeting the required minimum of 75 hours.
- (3) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for the summer school priority points providing services for a minimum of 75 hours. There is clear evidence they are meeting the required program hours.

Middle and High School Programs

Applicant proposes to offer a program focusing on middle and high school students only.

- (0) Not Applicable
- (1) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for the Middle and High School Program priority points. However, there is no evidence that they will be serving Grades 6-12 only.
- (3) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for the Middle and High School priority points. This application will serve middle and high school students in Grades 6-12 only. If a school is a unit of k-12, the application should only serve students in Grades 6-12.

Counties Without Current 21st CCLC Programs

Applicant proposes to qualify for priority points by serving students identified as currently not having a 21st CCLC Program (See page 16).

- (0) Not Applicable
- (1) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for a county that currently does not have a 21st CCLC Program. However, there is no evidence that the applicant will be serving students in one of the identified counties.
- (3) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for a county that currently does not have a 21st CCLC Program.

Schools in Improvement

To qualify for priority points in this area, targeted schools must be identified by the ALSDE as the following:

- Comprehensive Support and Improvement School (CSI)
- Targeted Support and Improvement School (TSI)
- Additional Targeted Support and Improvement School (ATSI)

This information may be obtained from Local Education Agencies (LEAs) (School Districts).

- (0) Not Applicable
- (1) This applicant did not self-identify on Form 2 (Cover Page) to serve a Comprehensive Support and Improvement School, Additional Targeted Support and Improvement School, or Targeted Support and Improvement School.
- (3) This applicant self-identified on Form 2 (Cover Page) as Comprehensive Support and Improvement School, Additional Targeted Support and Improvement School, or Targeted Support and Improvement School.