

**ALABAMA STATE DEPARTMENT OF EDUCATION**  
**Office of Student Learning**

**Federal Programs**

***Every Student Succeeds Act (ESSA)***  
**Title IV, Part B**

**21st Century Community Learning Centers**

20 U.S.C. 7171; S.1177 – 182-192

**Application**  
**FY2020**



*21<sup>st</sup> CCLC Regional Informational Meetings were held during the month of April and the Intent to Apply deadline was*

**April 26, 2019.**

*All potential applicants must have submitted the Intent to Apply form found in this application by the deadline in order to apply.*

**Application Deadline**

**June 21, 2019**

*All Applications must be submitted via the ALSDE Online Grant Application System ([eGAP](#)) by this date at 5 p.m. CST*

*(Submission guidelines contained herein.)*

**Alabama State Department of Education**

**Federal Programs Section**

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## **General Information**

### **Alabama 21st Century Community Learning Centers**

In support of the educational initiatives of the Alabama State Department of Education (ALSDE), the Alabama 21st Century Community Learning Centers (21st CCLC) Competitive Grant is an opportunity for schools, community-based and faith-based organizations, universities, for-profit agencies, and other eligible entities to establish and expand community learning centers that provide students, **particularly those who attend high-poverty and low-performing schools**, with academic enrichment opportunities during non-school hours.

Successful programs must demonstrate collaboration and cooperation with regular school academic programs and assist students in meeting state and local college- and career-ready curriculum standards through the provision of enrichment opportunities. Programmatic efforts must afford students and families a broad array of activities that complement learning, positively impact youth development, and promote parent and family engagement.

The ALSDE views the 21st CCLC grant as start-up funding to develop into a coherent community and stakeholder effort of sustainable partnerships. To ensure the effective implementation and ongoing viability of 21st CCLC programs across Alabama, all affiliated constituents must be fully engaged in the ongoing success and performance of these endeavors.

### **Federal Legislation and Guidance**

#### **Program Purpose, Goals, and Activities**

The 21st CCLC program is authorized under Title IV, Part B, of the *Every Student Succeeds Act (ESSA)*, to provide opportunities for communities to establish or expand activities in community learning centers. The purpose of the 21st Century Community Learning Centers program, as described in Section 4201(a), is to establish or expand Community Learning Centers that accomplish the following:

- Provide opportunities for academic enrichment, including the provision of tutorial services to help students (*particularly students in high poverty areas and those who attend low-performing schools*) to meet challenging State and local academic standards
- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular school day academic program of participating students. (Some examples are listed below, and are further described in the *Program Activities* component of this RFA.)
- Offer families of students served by community learning centers opportunities for personal development in areas such as literacy and educational enhancement. The community learning center should develop and nurture the potential for parents and families to assist in instructing their children while supporting their children's academic success and social development.

Authorized activities under Section 4205(A) for before/after regular school hours, including school breaks and summer periods should include, but not be limited to, the following:

- Educational activities and academic enrichment learning programs to assist students in improving their academic achievement
- Mathematics and science education activities (Inter-related STEM engagement)
- Arts and music education activities
- Financial literacy and entrepreneurial education programs
- Tutoring services, including those provided by senior citizen volunteers and mentoring programs
- Programs that provide after-school activities that emphasize language skills and academic achievement for English Learners and Migrant students
- Physical fitness, recreational activities, health and wellness programs
- Telecommunications and technology education programs
- Expanded library service hours
- Programs to promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs, counseling programs, and character education programs
- Service Learning

\* U.S. Department of Education 21st CCLC website  
[21<sup>st</sup> Century Community Learning Center](#)

### Eligibility to Apply

Any public or private organization is eligible to apply for a 21st CCLC grant. Examples of such agencies and organizations may be, but are not limited to, the following:

- Local Education Agencies (LEAs)
- Community-Based Organizations (CBOs)
- Faith-Based Organizations (FBOs)
- Institutions of higher education
- Non-profit agencies
- City or county governments
- For-profit corporations

Pursuant to ESSA, Title IV, Part B, Section 4204(b) (2) (H), with each proposal 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. In like fashion, any LEA applying must partner, collaborate, and coordinate with at least one CBO/FBO within the community. 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 with regard to geographical areas, urban and rural service sites, and as outlined within the applicable legislation. Only one proposal may be submitted per eligible school. **Only one grant proposal to serve the students of a particular school(s) may be submitted. If more than one proposal to serve the same school(s) is submitted, none of the proposals will proceed to the reading process.**

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 students' needs and the type of services that will be offered. Grant recipients must notify private schools of the services available under the 21st CCLC grant.

Potential 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. Communications should include, but not be limited to the intent to apply, a coordination of efforts and activities, and leadership's cooperation as evidenced by the required, signed Superintendent and Principal Certification Forms. (Form 6) A team consisting of the school's principal, the LEA CSFO or CBO bookkeeper, and the Superintendent or the Superintendent's designee from the Central Office must participate in the mandatory, one-day regional training.

**Previously funded 21st CCLC programs** whose grant award is ending in FY19 (September 30, 2019) are eligible to apply for new grant funding. However, such programs must understand they 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. (EDGAR §75.590)

### Priorities

*The Every Student Succeeds Act* (ESSA) Title IV, Part B requires priority be given to 21st CCLC grant applicants who will primarily serve students who attend schools with a high concentration of impoverished students, as defined by a **poverty percentage of 35% or greater**, determined by school enrollment or the participating attendance area.

The ALSDE must take into consideration the overall number of students and the poverty level at all schools within the geographical area directly feeding into the proposed target program to determine some applicants' eligibility.

### **Competitive Priority**

Additional Competitive Priority Points may be awarded to those applicants that meet the very specific criteria listed below. **Each applicant must self-identify as seeking Priority Points, and such claims must be apparent and substantiated throughout the body of the grant proposal. Each of the competitive priorities are worth 3 points.**

***\*\* Please note that 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 188 points out of 234 points will not be eligible to receive funding, even if the priority points cause the application to reach the minimum qualifying score.***

### **#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, in order to be considered a co-applicant, the organization must play an ongoing 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, et. al.)
- **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 clearly define and detail the roles and responsibilities of all parties involved with explicit expectations outlined..

*Joint Co-Applicants* submitting a *Joint Co-Applicant* proposal – **A joint submission is an application that clearly demonstrates the collaboration 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, Assessment, etc.*) 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 contribution to the program and these contributions should be clearly demonstrated in the content of the application.

**Please Note: 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.**

### **#2 SUMMER PROGRAM**

Applicants proposing to operate a *Summer Program* and qualify for priority points must meet the following criteria. The grant award request must reflect the choice and be specified in all budgetary allocations.

- Providing a Summer Program for a minimum of 5 weeks with a minimum of 20 contact hours per week.



### #3 HIGH SCHOOL

Applicants proposing to operate a program focusing on high school students must meet the following criteria

- This application will serve high school students in grades 9-12 ONLY. For unit schools K-12, the application MUST only serve students in grades 9-12 to qualify for the competitive priority points.

### #4 COUNTIES WITHOUT CURRENT 21ST CCLC PROGRAMS

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

Barbour County	Blount County	Bullock County	Chambers County
Clay County	Cleburne County	Coosa County	Cullman County
Dallas County	Geneva County	Hale County	Henry County
Lamar County	Lawrence County	Lee County	Marengo County
Marion County	Monroe County	Morgan County	Pickens County
Pike County	Randolph County	Sumter County	Wilcox County
Winston County			

### #5 SCHOOLS IN IMPROVEMENT

In order to qualify for priority points in this area, targeted schools must be identified by the ALSDE as Comprehensive

Support and Improvement School or an Additional Targeted Support and Improvement School.

- Comprehensive Support and Improvement School
- Additional Targeted Support and Improvement School

**\*\*Please note, this information may be obtained from Local Education Agencies (School Districts)**

### Grant Award Amounts

Grant awards will range from \$50,000-\$200,000 per year based on the need and proposed services to the target population.

**Please Note: The ALSDE reserves the right to reduce or withdraw funding if the program does not maintain the projected number of students served throughout the life of the grant or fails to adhere to grant fidelity.**

When determining the amount to be requested, applicants are required to consider the needs of the community and the number of students to be served. It is expected that budgetary requests will be reasonable, necessary, and supported with sufficient justification. *For planning purposes, applicants may use a \$1500/cost per student to assist with the calculation of the requested amount.* A useful calculation tool provided by the Wallace Foundation may be accessed at (<http://www.wallacefoundation.org/cost-of-quality/Pages/default.aspx#http://www.wallacefoundation.org/cost-of-quality/Pages/default.aspx>)

*For example, if you plan to serve 40 students at a single site, the request for funding should be approximately \$50,000 - \$75,000, with corresponding justification.*

Grantees must never **supplant** (replace) previously existing local, state, or federal funds. Grant funds are intended to **supplement** (increase) other available sources of funds.

### Grant Period

A grant award is made available for an approved project period of three years. Following the initial award based on the approved RFA, subsequent award years will be contingent upon the following:

- The ALSDE receiving adequate federal funds for this continued purpose.



- Satisfactory performance by the grantees as evaluated by the ALSDE (substantial progress toward the objectives set forth in the approved application, effective operational governance, and fiscal fidelity and responsibility).
- Submission of an annual Continuation Application by the required deadline.
- Compliance with all grant requirements and the continued provision of the services as outlined in the original approved RFA by which funding was provided.

***Please Note: The ALSDE reserves the right to reduce or withdraw funding if the program fails to adhere to grant fidelity.***

## **Renewability**

Section 4204(j) of the ESSA notes that a state may, but is not required, to renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period. While Alabama does consider subgrant performance during the preceding year as a part of the Continuation Award during the three-year award period, Alabama 21st CCLC **does not offer** renewability as allowed under the ESSA.

## **Program Income**

Program income is any gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance (2 CFR §200.80). At this time, the Alabama 21st CCLC program **does not offer** Program Income as defined under the ESSA in the competitive grant program.

## **Expanded Learning Program (ELP)**

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

## **Proper Use of Funds**

Once funding is awarded to eligible applicants, allocations must be used in the 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.

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

- Personnel and personnel benefits
- Staff development and training
- Academic enrichment activities
- Classroom materials, supplies, and equipment
- Subcontractors, consultants, and evaluators

Examples of how funds may **not** be used are as follows:

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

**\*\* Allowable and non-allowable expenses for federal programs are addressed in the Education Department General Administrative Regulations (EDGAR) at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.**

**Fidelity to the Application** – Grantees will not be permitted to change the scope of the project that is originally outlined in the approved application. Adherence to its initial intent must be observed throughout the life of the grant due to the competitive process by which the proposal was read, scored, and subsequently awarded.

**Mandatory New Grantee Trainings** – Funded applicants must attend mandatory *New Grantee Trainings* (October 23–25, 2019) that address financial, operational, and budgetary requirements.

## **Application Details**

### **Application Release and Availability**

The Alabama 21st Century Community Learning Centers Request for Application will be released for the **FY 2020** academic school year on **May 6, 2019**, and may also be found on the Alabama State Department of Education (ALSDE) site at [www.alsde.edu](http://www.alsde.edu) (*Special Links tab* and the *eGAP Document Library*) and the state's Afterschool Network website at [www.alabamaacn.org](http://www.alabamaacn.org).

### **ALSDE Regional Informational Meetings**

To prepare potential applicants, the ALSDE will provide the following training opportunities: (*Pre-registration will not be necessary.*)

<b>Tuesday, April 9, 2019</b>	<b>9 AM – 3 PM</b>	<b>Huntsville City Schools MERTS Center (Blue Rm) 200 White Street Huntsville, AL 35801</b>
<b>Wednesday, April 10, 2019</b>	<b>9 AM – 3 PM</b>	<b>Birmingham Bethel Baptist Church Community Learn Center 1708 Spencer Avenue Birmingham, Alabama 35214</b>
<b>Friday, April 12, 2019</b>	<b>9 AM – 3 PM</b>	<b>Alabama State University Abernathy Hall Great Hall of Teachers 1625 South Hall Street Montgomery, AL 36104</b>
<b>Tuesday, April 16, 2019</b>	<b>9 AM – 3 PM</b>	<b>University of South AL. University Commons Room 3240 75 South University Blvd. Mobile, AL 36608</b>
<b>Thursday, April 18, 2019</b>	<b>9 AM – 3 PM</b>	<b>Dothan City Schools Board of Education 500 Dusy Street Dothan, AL 36301</b>
<b>Friday, April 19, 2019</b>		<b>RFA Power Point and eGAP PowerPoint Training Released (<i>This is not a live interactive event</i>)</b>
<b>Friday, April 26, 2019</b>		<b>Intent to Apply is Due</b>
<b>Monday, May 6, 2019</b>		<b>Formal Release of RFA</b>
<b>Friday, June 21, 2019</b>		<b>Applications are Due</b>

***Please note: All applicants must attend the interactive Regional Training. Compliance is mandatory for the applicant's grant application (RFA) to be reviewed, read, and scored. All others will not be considered***

## Submission Standards

All applications will be submitted electronically via the ALSDE's online grant application system at <https://egrant.alsde.edu/Accelegrants/default.aspx>.

The electronic submission deadline is **June 21, 2019**, no later than 5 p.m. CST.

The application must be submitted on or before the deadline date and time, or the application will **not** be eligible for funding. Applicants will receive a confirmation email once their application has been received.

Applications received after the deadline will regrettably **not** proceed to the reading and scoring process.

## Timeline of Activities

Important dates and activities related to the FY 20 21st CCLC RFA are as follows:

<b>April 9, 2019</b>	Regional Training in Huntsville, AL
<b>April 10, 2019</b>	Regional Training in Birmingham, AL
<b>April 12, 2019</b>	Regional Training in Montgomery, AL
<b>April 16, 2019</b>	Regional Training in Mobile County, AL
<b>April 18, 2019</b>	Regional Training in Dothan, AL
<b>April 19, 2019</b>	RFA PowerPoint and eGAP PowerPoint Training Released ( <i>This is not a live interactive event</i> )
<b>April 26, 2019</b>	Intent to Apply is Due
<b>May 6, 2019</b>	Formal Release of RFA
<b>June 21, 2019</b>	Applications are Due
<b>July-August 2019</b>	Reader review and scoring
<b>August 2019</b>	Grant Award Letters mailed and notification posted to <a href="http://www.alsde.edu">www.alsde.edu</a>
<b>October 23-25, 2019</b>	Grantee Training Renaissance Montgomery, AL
<b>March 2020</b>	ACEA Conference Location: TBA



## Application Review and Selection Process

### Phase One- *Submission of application by grantees*

### Phase Two – *Reader Review and Scoring*

Each application will be evaluated and scored by a panel of independent readers. The ALSDE requires all readers submit a *Vita/Résumé* to ascertain their accomplishments and eligibility. Each reader is then thoroughly screened and must attend a grant reader training prior to the process. Readers also sign the ALSDE Conflict of Interest Policy. The readers will use the 21st CCLC Application 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. A review team of three reviewers will assess each application utilizing a ranking rubric. Scores from the independent evaluations will be averaged to determine a final ranking for each application.

Competitive priority points will only be added to applications that are in compliance with federal statute and must meet the minimum qualifying score requirement. (Please refer to the Priorities portion of the RFA and the RFA Scoring Rubric.)

### Phase Three – *Notification of Awards*

Based on available funding and the overall application score, the selection of awarded grants will then be determined.

Applicants that have been recommended for funding will receive a letter of notification and a list of FY20 21st CCLC grant awards will be posted on the ALSDE website at <http://www.alsde.edu> in the eGAP Document Library.

## Measures of Effectiveness

Each eligible applicant receiving an award must use funding to carry out 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* – Applicants must conduct a needs assessment based on a thorough analysis of objective data pertaining to the population intended to be served – both 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* – Applicants must develop goals and measurable objectives that directly relate to identified needs; impact regular school and student success; improve regular school day attendance and behavior; and implement academic enrichment to enhance student educational achievement.
- *Measure 3* – Applicants must demonstrate the use of evidence-based research (please 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* – If awarded funding, grantees must ensure the periodic evaluation of the program's achievement toward its stated goals and objectives. 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 local community public requests.*

## Program Reports and Evaluation

All grantees will be assisted with grant implementation compliance on-site by both ALSDE staff and the program's assigned *Technical Advisor*. All data, documentation, programmatic reports, etc., must be kept on-site and be readily available for review. Required reports and documentation include:

- Annual Risk Assessment
- Mid-Year Report
- Continuation Applications for Years 2 and 3
- Monthly Attendance Reports through EZ Reporting System
- Annual Compliance Monitoring Documentation
- Quarterly Programmatic Income Worksheets

Program evaluation will be based on data reported in required statewide data collection system, the results of Compliance Assistance site visits and a **required** external evaluation. The External Evaluation should focus on the following:

- Goals and objectives stated in the application
- Enhanced student academic achievement
- Promotion of academic enrichment through extracurricular activities and endeavors
- Improved student behavior during the regular school day
- Increased regular school day attendance
- Strengthened parental/family engagement
- Integration of STEM activities into the program
- Service Learning projects
- Alignment of curricula/activities to school day learning
- Program Quality

These evaluations will be used as a guide for the program's ongoing assessment, reflection, adjustment, planning and implementation. All programmatic and budgetary changes needed to meet stated objectives must be approved by the ALSDE prior to implementation and should then be addressed in the required annual grant Continuation Application.

Additionally, all grantees will be required to input their data into the statewide EZ Reports data collection system by the assigned due dates. There is an annual **\$900 fee per site** which will need to be included in the line-item budget. The ALSDE reserves the right to temporarily withhold cash payment for non-compliance of data reporting by assigned due dates. (See Uniform Guidance, 2 C.F.R. Part 200.338)

It is also imperative to communicate your program's results and recommendations to all stakeholders (i.e. school personnel, community partners, students, parents, and funders).



## **Application Components**

This portion of the application contains all the essential components necessary for the RFA to be complete. The application is the strategic plan of action that must be implemented with fidelity upon ALSDE approval, not merely a written proposal. When completing the application, please remember that grantees will not be permitted to change the original scope of the project outlined in the application, scored by reviewers during the application review process, and approved by the ALSDE.

Additionally, there are applicant-specific requirements for LEAs or CBOs/FBOs that must be addressed and outlined in the *Grantee-specific Stipulations* portion of the RFA.

All grant applications will be submitted via the ALSDE's online electronic grant application system – eGap. Training regarding the electronic submission process will be available.

The deadline for the online submission in eGAP is **June 21, 2019, no later than 5 p.m., CST**. LEAs must remember the application is required to go through the local LEA approval process which includes CSFO and final Superintendent approval by the established deadline. CBOs/FBOs must remember the application is required to go through the approval process which includes the CBO/FBO accountant/authorized representative approved and CBO/FBO Executive Director/authorized representative approved by the established deadline.

**The final RFA must be submitted by the Superintendent or CBO/FBO Executive Officer by June 21, 2019, no later than 5 p.m., CST.**

**All required forms must be completed and uploaded as the *Related Documents Packet* into the Required Forms component associated with the individual RFA of the eGAP System. Failure to upload all required documents will prohibit the grant application from being read and scored.**

### **Intent to Apply**

Each applicant must submit the Intent to Apply form (*Form 1*) to the ALSDE by **Friday, April 26, 2019**. The completed form should be submitted by mail or email to [21stcclcgrant@ALSDE.edu](mailto:21stcclcgrant@ALSDE.edu).

### **Cover Page**

The application must have the appropriate Cover Page with all pertinent signatures (blue ink on the original). Deviations and variations will not be permissible. (*Form 2*)

### **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. Communications should include, but not be limited to, Intent to Apply, a coordination of efforts and activities, and leadership's cooperation as evidenced by the required and signed (blue ink on the originals) *Assurances*, *Superintendent*, and *Principal Support Certification Form*. (*Form 3 and Form 6*)

- Applicants must detail the process whereby the support of local LEA leadership was addressed and obtained.
- Applicants must complete the *Superintendent and Principal Support Certification Form* for all applicable eligible school(s) forms with all required signatures in blue ink. (*Form 5*)

## Needs Assessment Checklist

## eGAP Component # 1

### eGAP Component 1: Needs Assessment Checklist

*Complete the following information pertaining to the school(s) which you are proposing to serve. CBOs/FBOs will need to complete this information in collaboration with the school(s) the organization are proposing to serve. Please see operational requirements outlined on page 22 under Component 12.*

- |   |   |
|---|---|
| _____ Percentage of students receiving free/reduced lunch at proposed participating school(s)   | _____ Current year PPA, Column B in eGap (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 school campus(es)                                    |
| _____ Number of proposed program sites that are community based (CBO)   | _____ Total student enrollment for proposed participating school(s)   |
| _____ Proposed number of students to be served during the academic school year for 30 days or more  | _____ Proposed number of students to be served during the summer  |
| _____ Number of days per academic school year the program proposes to operate   | _____ Number of days per year the summer program proposes to operate  |
| _____ Number of hours per week the academic program proposes to operate   | _____ Number of hours per week the summer program proposes to operate   |
| _____ Number of students who are below proficiency in reading/language arts at proposed school(s)   | _____ Number of students who are below proficiency in mathematics at proposed participating school(s)           |
| _____ Number of students who are ELL (English Language Learners) at proposed participating school(s)  | _____ Number of students who were suspended or expelled in the previous year at proposed participating schools) |
| _____ Number of proposed participating school(s) identified as Comprehensive Support and Improvement or Additional Targeted Support and Improvement | _____ Proposed total number of families to be served annually (academic year and summer)                        |
|   | _____ Number of days program will operate during holidays when school is not in session                         |

### eGAP Component 2: Needs Assessment Narrative (Measure of Effectiveness #1)

*(Limited to 3,000 typed characters, including spaces)*

A *Needs Assessment* will help to specifically identify the needs of the students and 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 school district, 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:

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

Applicants must prepare a brief, 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
- 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.**

**\*\* Please note: *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.***

### **eGAP Component 3: Grade Levels and School(s) District**

*(Limited to 3,000 characters, including spaces)*

In this portion of the application, applicants must list all of 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 physical location and address. *Example: ABC Elementary – serving Grades K-5. ABC Middle School – serving Grades 6-8*

- Applicants must identify the school(s) and school district to be served by the program receiving this grant.
- Applicants must specify the location where services will be provided (physical location and address).
- If serving multiple schools, LEAs must designate the Cost Center through which funding will be allocated.
- Applicants must list all of the grade levels the program will be serving.

### **eGAP Component 4: Goals, Measurable Objectives, and Strategies *(Measure of Effectiveness #2)***

*(Limited to 3,000 typed characters)*

- The overarching **educational goals** of the state of Alabama should be a guiding, but not limiting force, as applicants prepare their listing of programmatic goals and objectives. The goals are as follows:
  1. Provide academic enrichment and remediation to meet challenging **state academic standards**
  2. Increase attendance for the regular school day
  3. Increase parent and family engagement
  4. Improve student behavior throughout the regular school day
  5. Implement Science, Technology, Engineering, Math (STEM) activities
  6. Provide Service Learning opportunities
- All goals and measurable 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 (1) measurable objective to accomplish each of the stated goals
- Goals are broad statements of intent. Objectives are the specific and clearly-defined intended results.

Example –

**Goal:** Improve student achievement in Math

**Objective:** Increase by 10% the number of regularly participating 21st CCLC students achieving a “B” or better in math by spring semester

**Strategy:** Utilize NBA Math Hoops Program

- Applicants must develop SMART objectives – Specific, Measurable, Achievable, Relevant, and Time (i.e. to [increase/decrease] [what] by [number / %] among [whom] by [when] as measured by [how do you know]). The grantee 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
  - Impacts regular school(s) and student success
    - Please describe how the program will impact school success and academic achievement of participating students by assisting them to meet state academic content and student academic achievement standards. Also, please discuss how this project is intended to improve the most recent Accountability Report data for the schools to be served. [Sections 4204 (b) (2) (B), 4203 (a) (4), ESSA]
  - Implements academic enrichment
    - Please remember to 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, should not monopolize the entire time.

## **Program Activities**

### **eGAP Components 5 through 9**

*(Limited to 3,000 typed characters for each of the 5 text boxes)*

***(Measures of Effectiveness #3)***

### **eGAP Component 5: Challenging State Academic Standards – Should Address Goals 1, 2 and 5**

- All activities must be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards. Applicants must ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
- 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 during third nine-weeks,” “daily during summer session,” etc.).
- 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.

- Increased student attendance for the regular school day is a goal of the program.
- Explain how the program will help regular school day attendance. Include examples of targeted interventions that research suggests effectively improves student attendance.

**Most importantly,** it is imperative for applicants to directly correlate and link the use of selected curricula to the *Needs Assessment* of the community the program serves and justify how its use will produce the preferred outcomes. It is not sufficient to merely list materials to be employed. *It is far more important to align the curricula to the stated needs of the students while demonstrating how the Evidence-based Curriculum and methodologies work in direct collaboration with the program's goals and objectives to attain projected outcomes.*

Needs Assessment  $\longleftrightarrow$  Evidence-based Curriculum + Goals and Objectives = Projected Outcomes

*Examples of acceptable activities have been included in the Glossary of Terms, Definitions and Acronyms.*

## **eGAP Component 6: Nutrition and Health**

- Programs must offer activities that emphasize youth development, nutrition health education, obesity, drug and violence prevention programs, counseling programs, arts, music, and physical fitness and wellness programs.
- Specific attention should be given to the Healthy Wellness Initiative provided by the Alabama Department of Public Health.
- 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 during third nine-weeks,” “daily during summer session,” etc.).

## **eGAP Component 7: Parent and Family Engagement – Should address Goal 3**

- Programs must offer families of students served by the 21st CCLC opportunities for active and meaningful engagement in their children’s education. Include specific details about activities and events that enhance family responsibility for their children’s education.
- Indicate the types of parent and family engagement events you are planning for your program and the number of events.
- Such activities should include the following:
  - Student, family, and financial literacy
  - Career Readiness and Technical Education
  - Age and Developmentally appropriate educational learning
  - A required parent orientation must be included before the start of the regular academic school year and before the summer program begins to share the goals of the program, schedules, safety policies, etc.
  - Parent programs must be regularly scheduled that promote parenting skills and family engagement
- 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 during third nine-weeks,” “daily during summer session,” etc.).



## **Decrease in Poor Student Behavior for the Regular School Day –**

### **Should address Goal 4**

- A decrease in poor student behavior for the regular academic school day is a goal of the program.
- Explain how the program will help reduce poor student behavior for the regular school day. Include examples of targeted interventions that research suggests effectively decreases poor student behavior.

## **eGAP Component 8: Service Learning –**

### **Should address Goal 6**

**Service Learning** is 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 year. An additional service learning project should be conducted for programs operating during the summer. Using the five main components of service learning, describe the projects planned for the program. (see below)

The applicant must indicate the timeframe that the project will be occurring. Please 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

## **eGAP Component 9: Summer Programs (if applicable)**

Describe in detail how your summer program will benefit students by providing additional academic and enrichment activities. *(Limited to 3,000 typed characters)*

Intentions to propose a *Summer Program* should be included in this section. Applicants proposing to operate a *Summer Program* and qualify for priority points must meet the following criteria:

- Providing a Summer Program for a minimum of 5 weeks with a minimum of 20 contact hours per week  
= **3 Competitive Priority Points**

Your description should include the following:

- Aligning work with school and district standards.
- Maintaining and advancing the academic gains made during the school year.
- Exposing youth to new learning environments through project-based hands-on learning.
- Increasing family engagement and community engagement.
- Providing key supports to help youth get and stay on a pathway to high school, college, and beyond.
- Encouraging and tracking participation across the year and over time to ensure youth stay involved and engaged.
- Academic activities that are aligned with the local LEA curricular standards.
- Demonstrated partnership between the local school district and the community at-large.
- Summer program hours of operation should be sufficient to meet program goals. List the hours of operation.
- Dates of operation/weeks of operations. What dates do you plan to operate? How many weeks?
- Address personnel needed to operate the summer program.
- Address if transportation will be needed for the summer program.

*\*\*\*Please note: Make sure a summer budget has been completed.*

*\*\* Please note: Summer Programs that do not meet criteria for priority points will not receive additional points.*

#### Field Trips

- Field trips are limited to one per semester and one per week during summer programming.
- Describe the types of field trips (if any) that students will take.
- Include a field trip budget.
- Field trips 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 pre-approved.

### eGAP Components 10 – 12: Capacity to Implement

*(Limited to 3,000 typed characters for each of the 3 text boxes)*

#### eGAP Components 10: Capacity to Implement -Student Safety

- 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 [www.alsde.edu](http://www.alsde.edu) 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 plan must address how the After School/Summer school programs' Safety Plan differentiates from the overall school plan.** *(Please do **not** include the school safety plan in this application, as it is very lengthy.)*

- ❖ 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 – *with the exception of faith-based organizations*.

Though DHR does not require licensure for FBOs (faith-based organizations) 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 from its website:

[http://dhr.alabama.gov/quicklinks/Community\\_Providers.aspx](http://dhr.alabama.gov/quicklinks/Community_Providers.aspx).

- If the program is not located in an eligible public-school site, it must be housed in an equally available and accessible site. 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.

When completing this component of the RFA, applicants must address, but not be limited to, the following:

- Student Supervision at all times **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, Accident Plan
- 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.

**Please Note: Grantees must have access to reliable phone services at all times in the case of an emergency.**

## eGAP Component 11: Capacity to Implement

### – Transportation

The grant application must provide a detailed plan for the safe daily/weekly travel for students to **and** from the program site and all field trips. This plan must describe all child-protection mechanisms that are built into the transportation process.

- The ALSDE will only allow 25% of the grant award to be utilized for a program's transportation plan. This allowance must include drivers' salaries, benefits, fuel expenses, etc. – and must be allocated accordingly, both within all budgetary forms submitted to the ALSDE and the state's eGAP 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 for the transport of students is strictly prohibited unless prior approval by the ALSDE or the local LEA has been obtained. Such approval would signify that said vehicle(s) has passed the stringent 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. It is that agency's recommendation that preschool children transported in school buses always be properly secured with *Child Restraint Systems (CSRS)*. For further clarification, applicants must refer to the following website and guidelines:  
<https://www.nhtsa.gov/sites/nhtsa.dot.gov/files/documents/cps-restraint-school-buses-participant-manual-810906b.pdf>; <https://www.nhtsa.gov/risky-driving/seat-belts>

- 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 home safely.
- If students walk or drive to/from the program, applicants must address safety compliance regarding parental permissions, etc. This applies to all field trip procedures as well.

## **eGAP Component 12: Capacity to Implement**

### **– Operations**

- In the *Operations* component, the applicant must address intentions regarding offering services during vacations, breaks, teacher planning days, summer school, and any other time frames in which the regular school day may not be in session.
- Please list the name of your program. You must include “21st Century Community Learning Center” as a part of the name. *Example: Alabama Elementary 21st Century Community Learning Center. Example: East Elementary 21st Century Community Learning Center, or The Learning Station 21st CCLC.*
- Applicants must list the **total** number of weeks 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 operational hours. 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.
- **Applicants must list the expected timeline for program activities for the academic year of October 1, 2019– September 30, 2020. A comprehensive, month-by-month timeline outlining the procedures to be followed during the first year of the grant must be provided. See Form 10.**

#### ***Please note the following:***

- The ALSDE requires elementary schools (or 21st CCLC sites that serve elementary Grades K-6) to be open five days per week for a minimum of ten contact hours, Monday-Friday, for the entire regular school year.
- If the 21st CCLC site serves middle school and/or high school students, the site should be open three to five days per week for a minimum of six contact hours, for the entire regular school year.
- Operation during 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.
- Federal guidance indicates that students are the intended beneficiaries of the project; however, the U.S. Department of Education believes that younger children who will become students in the schools being served can also participate in project activities designed to get them ready to succeed in school. While some 21st CCLC funds might be used for projects that include preschoolers, an entire project may **not** be directed to preschoolers because the intent of the legislation is to focus on the school-age population and their families.

***\*\*Please note: No student activities are allowed during regular school hours.***

- **Minimal administrative hours may be scheduled outside the normal program's operating hours.** However, time claimed as “hours worked” for other employees paid by 21st CCLC funds should be mainly during the days and hours the center is open for operation.
- 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 may not be “required” to attend extended-day programs and may be dismissed from the program if behavior is unacceptable.
- 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, and pertinent contacts, applicants should refer to the Child Nutrition Program's website at <http://web.alsde.edu/home/Sections/SectionInfo.aspx?SectionID=53>.

- 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](http://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 percent of students that qualify for free and reduced-price meals and snacks. For additional information, please refer to <http://www.fns.usda.gov>.

**\*\* Please note: For the Capacity to Implement component of the RFA to be complete, CBOs/FBOs 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 system.)**

### **eGAP Component 13: Staffing Qualifications**

*(Limited to 3,000 typed characters)*

**Please Note: No more than 20% of the total grant may be used for Administrative Costs and Indirect Costs Combined**

- Applicants must provide a narrative of the program's organizational and staffing structure. The narrative should describe in detail the roles, job descriptions, responsibilities, qualifications/certifications, and proposed number of staff for the program. Possible staff positions are listed below. Please note that many times a program coordinator or site director completes several of these duties.

#### **Program Director - Administrative Position**

All 21st CCLC programs must identify one program director to administer the program. This individual will serve as the primary contact for ALSDE in all matters related to the 21st CCLC program. At the minimum, 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 to the ALSDE under the grant agreement in a timely manner. This person is generally the Federal Programs Coordinator or the Central Office designee. For CBO's/FBO's this could be a chief executive officer or an organization director. (Administrative Position)

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 and implementation. Programs may select one or more individuals to serve in this role. For most programs this could be the responsibility of the site coordinator or program director (Administrative Position)

#### **Site Coordinator - Administrative Position**

A center or site coordinator must be identified for each proposed center/site. This person will be responsible for the daily operation, coordination and delivery of services at their respective program centers. For one-center programs, or multiple centers, the program director and the center coordinator cannot be the same individual. (Administrative Position)

#### **EZ Reports - Administrative Position (often completed by either the Program Coordinator or Site Director)**

All 21st CCLC programs must identify at least one staff member as responsible for the collection and maintenance of all data including attendance and assessment data. For most programs, this is the responsibility of the site coordinator or the program director. (Administrative Position)

#### **Bookkeeper / CSFO - Administrative Position**

#### **Lead Teacher – Non-Administrative Position**



21st CCLCs shall maintain at least one staff member on site at all times with CPR and First Aid certification that includes the face-to-face component. In order to meet this requirement, programs should ensure that at least two staff members are certified per site.

The lead teacher should provide instruction to students and only have administrative duties in the absence of the site director. (On days that a lead teacher serves in an Administrative role, salary payment for that time should be paid from Administrative Cost.)

### **Teacher - Non-Administrative Position**

Assistant Teacher - Non-Administrative Position

Student Assistant - Non-Administrative Position - High School and College Students

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. To work with students independently, volunteers must be 21 years of age or older.

*Note: 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 that a pupil-teacher ratio of 1 teacher/teacher aide to 15 students be maintained. Ideally, programs should be designed for small-group implementation. Additionally, individual learning and study time are encouraged.
- Once awarded 21st CCLC funding, grantees must maintain detailed and accurate **Time Sheets** and/or **Personnel Activity Reports** throughout the life of the grant award period for the purposes of detailed budgetary accountability. (*Training and policies and procedures regarding these expectations will be provided.*)
- Program management and administration requirements are addressed in that component of the RFA. Additionally, staffing and administration budgetary allocations are addressed in the **Budget** component of the RFA.
- **No more than a 20% administrative allocation is permissible.**

### **Instructions**

Describe how the 21st CCLC program will be staffed to achieve both the program and administrative duties. Discuss staff qualifications, certifications and experience, and how these support the program goals and objectives. If applicable, explain which tasks will be completed by applicant staff versus contractors. Applicants must disclose all familial relationships in their staff and contractors working with the 21st CCLC program. Describe the plan to recruit, hire and train any new staff needed for the program. Also, describe in detail how the program will use and manage qualified persons to serve as volunteers.

Include the 21st CCLC organizational chart for the proposed 21st CCLC program that identifies the reporting structure and the staff carrying out the required functions.

### **Review Question**

Does this section:

- identify the required staff members listed above?
- include the appropriate staff to support the administrative obligations of the program?
- include the appropriate staff, both in numbers and qualifications, is included for the proposed activities?
- include 21st CCLC program organizational charts included in the attachments?

## **eGAP Component 14: Professional Development**

(Limited to 3,000 typed characters)

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, student workers, etc.).

A *minimum* of ten hours per year of training for *each* worker and supervisor is required.

Budgetary considerations:

- A maximum of five percent (5%) of grant funds may be used to accomplish staff training/professional development.
- Each project should budget for Professional Development that will include sending at least one leadership representative to both the ALSDE 21st CCLC fall training October 23-25, 2019 and the annual *Alabama Community Education Association* Conference to be held in March 2020.
- Professional Development plans must include how, who, what, when and where for all staff members.
- Applicants may also budget Professional Development funds to attend national afterschool conferences such as BOOST, National Afterschool Alliance

### **eGAP Component 15: Program Management and Indirect Costs**

*(Limited to 3,000 typed characters)*

#### **Program Management**

- For the purposes of leadership and accountability, the ALSDE requires that appropriate supervisory management staff be provided at each funded program site depending on local needs (e.g., Program Director/Manager, Site Coordinator, Administrator). The project must incorporate the terms “Community Learning Center” or “Community Learning School” in the supervisory title.
- Possible program management positions include:
  - Program Director - Administrative Position
  - Site Coordinator - Administrative Position
  - EZ Reports - Administrative Position (often completed by either the Program Coordinator or Site Director)
  - Bookkeeper - Administrative Position
  - Teacher - Non-Administrative Position
- A detailed Job Description will include educational requirements, previous work experience, required skills, and hours worked. Also, where the Director/Manager will be based must also be provided.

***\*\*Please note: No more than 20 percent 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.***

***\*\*Please note: The Staff Summary Form must be submitted in completion of this component. (Form 9)***

#### **Indirect Costs**

- Explain any indirect costs you might have.
- Include the amount you plan to budget for indirect costs.

Reminder: ***No more than 20 percent of the total grant award may be used for the administration of the program and indirect costs combined.***

## **eGAP Component 16: Integration into the Schools Continuous Improvement Plan (CIP)**

*(Limited to 3,000 typed characters)*

Applicants must demonstrate how the 21st CCLC grant is supported by the local district and school(s). *The ALSDE strongly recommends documentation of the local board of education and central administration's supporting resolution for the concept of the proposed CLC.*

- Please 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 and communication that occurred with district and school leadership, community organizations, and supporting local entities, et al.
- Applicants must include information regarding the potential impact the proposed program will have on continuous school(s) improvement.

Role of the participating school(s) – Please 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* after-school and summer programs – The ALSDE requires the coordination of efforts and funding between the program submitting this RFA and those already in existence. 21st CCLC funds should 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 – Collaboration and agreement must address two major components – *financial* and *academic*.
  1. **Academic** – The 21st CCLC is a supplementary program to enhance an LEA's ongoing efforts to improve students' academic achievement and overall development. Programmatic goals should align with the academic goals of the feeder school(s) to ensure continuity.
  2. **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 – The ALSDE requires the formulation of an advisory council for the ongoing support and endorsement of the proposed program. The stipulations regarding this continuing alliance are addressed in the *Partnership Commitment: Stakeholder Involvement/Collaboration* component of the RFA.

## **eGAP Component 17: Partnership Commitment: Stakeholder Involvement/Collaboration**

*(Limited to 3,000 typed characters)*

A *Partner* is defined as *non*-applicant/*non* co-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. Both the co-applicant and partner relationships should include material in-kind contribution to the program and these contributions should be clearly demonstrated in the content of the application.

- With each proposal there is an **expected** standard of coordination and cooperation between any organization (CBO, FBO, Agency, Corporation, etc.) and at least one LEA. Conversely, any LEA applying must coordinate with at least one CBO/FBO within the community.
- An applicant must provide a narrative detailed description of the nature of programmatic involvement, the degree or extent of commitment, and the responsibility of each entity involved. Please address the variety of partnerships being developed in support of the program.
- 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 in a log of commitment through signed agreement. **(Form 4)**

- *If an applicant is awarded the grant, the expectation is that this listing will be expanded, maintained locally thereafter, and available for inspection by the assigned Technical Advisor and the ALSDE.*
- Examples of expected collaborative partnerships may be found in the *Glossary of Terms, Definitions, and Acronyms*.
- Programs may sub-contract with such organizations to provide specific services. Though this is advisable to ensure a broad array of services are made available to students and families, such sub-contracts do not suffice for the fulfillment of an ongoing collaborative partner. Sub-contracts are further addressed in the Budget and the Allocation of Resources: *Contracted / Other Purchased Services* component of the RFA.
- 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)

***\*\*Please note: the differentiation between the mandated Community Partners component of this RFA, and the Joint or Co-Applicant component, as outlined in the Priorities section of the application. Required community partners are not the same, as a Joint / Co-Applicant with whom there is a much deeper level of commitment and involvement.***

#### ***Advisory Council***

- As stated in the CIP component of the RFA, the ALSDE requires each Community Learning Center to be broad-based and have an advisory council to represent a **cross section** of the community and families served. Each site should have a list of names and agencies/organizations represented on this Advisory Council available at all times.
- 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). *For the completion of this component, applicants must also 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.*

### **eGAP Component 18: Program Communication**

*(Limited to 3,000 typed characters)*

- Applicants must describe in detail the communication plan that must include but not be limited to:
  - how the program will disseminate information to the school(s) and district(s) served, students, parents, and community in a manner that is understandable and accessible
  - include what information will be provided (e.g., student performance, upcoming activities, schedules)
  - the timeline for all communication
  - the method utilized and the person responsible for dissemination
  - The communication plan must address all levels of leadership and 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, activities)
  - Attendance
  - Behavior
  - Parent/Family/Home

- Applicants must detail how the recruitment of students will occur. **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 during periods of attendance fluctuations caused by involvement in extracurricular and/or other activities.**

## **eGAP component 19: Budget and the Allocation of Resources**

A *Subcontractor* is defined as an entity that provides varying levels of grant-related support on a contract or fee-for-services basis. Further details regarding Subcontractors and Contracted Services are addressed in the Fiscal Management component of the RFA.

The Budget component of the RFA is only complete when all of the following have been addressed and included in your eGAP Application:

- Comprehensive Narrative
- Budgetary Forms (To be uploaded in *Related Documents*)
  - Form 7 – Budget Summary of Expenditure Form
  - Form 8 – Budget Expenditure Detail Form
  - Form 9 – Staff Summary Form
  - Form 10 – Budget Line-item Chart (Academic Year)
  - \* Form 11 – Budget Line-item Chart (Summer program)
  - \*if applicable

### **– Narrative (Limited to 3,000 typed characters)**

An explanation for all expenditures and how each expense aligns with the program goals and measurable objectives in an efficient and fiscally responsible manner must be provided. The narrative must include the following:

- How the total costs indicated on the *Budget Line-Item Chart* and *Budget Summary of Expenditures Forms* are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated benefits
- How the requested funds were allocated for accomplishing tasks and activities described in the application
- How 21st CCLC funds will supplement and not *supplant* other federal, state, and local funds
- **How no more than 20% of each year's budget is spent on the administration of the 21st CCLC grant (Administrative salaries, Benefits, Indirect Cost rates, Audit, etc.)**
  - The key objective with all budgetary requirements is accountability for the use of all funds. The ALSDE requires that all programs funded have financial documents available for inspection by ALSDE auditors and/or the Examiners of Public Accounts.
  - All proposed costs must be reasonable, necessary, and allocable to carry out the program's purpose, goals, and measurable objectives.
  - 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.

### **Contracted Services / Other Purchased Services**

- Throughout the life of the grant award, it may become necessary for a grantee to contract with other entities or purchase services to provide children, families, schools, and/or the community that which is needed to ensure student and programmatic success. (*Please 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 completely understand the ALSDE's expectations regarding their implementation and their legal implications.
- To maintain legal viability and accountability, a grantee must establish a *Contract* or a *Memorandum of Understanding (Agreement)* with each Sub-Contractor 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*.
- *Please note that janitorial services, rent, and utilities are purchased services and MUST be budgeted under Extended Day (9130) and purchased services (300-399) on the eGAP budget page.*



## Attention: Joint / Co-Applicant Proposals

If you intend to submit a Joint / Co-Applicant proposal (See the Joint / Co-Applicant Competitive Priority component of the RFA), Form 5 (please refer to page 7) must be included with the Budgetary Forms and uploaded to the eGAP Related Documents. Without the corresponding Form 5, Competitive Priority Points will not be awarded.

**This collaboration is not merely a partnership through contracted provided services.**

The following **Contract/MOU Stipulations** must be considered and employed:

- Adherence to the specifications of federal and state statutes and regulations as they pertain to the 21st Century Community Learning Centers of Alabama
- Full contact information for all parties involved with the Contract/MOU
- A complete delineation and 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

Additionally, to ensure fiscal responsibility and accountability, once awarded funding, a grantee must commit to 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
- The ability to substantiate and confirm the projected outcomes of the Contract/MOU through quantifiable, demonstrable means, that may be confirmed by the ALSDE and/or the grantee's assigned Technical Advisor

*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.*

**Please be advised:** In accordance with the *State Code of Alabama, Sections 31 – 13 – 9 (a) and (b), Act No. 2011 – 535, the Beason - Hammon Alabama Taxpayer and Citizen Protection Act*, each business entity or employer that employs or contracts one or more employee(s) to work in the state of Alabama must provide an affidavit and documentation of enrollment in the Federal E-Verify program which validates an individual's legal eligibility for employment, as stipulated by the Department of Homeland Security. *(Training and policies and procedures regarding these expectations will be provided.)*

### **Budgetary Forms**

**(Budget Summary of Expenditures – Form 7, Budget Expenditure Detail – Form 8, Staff Summary – Form 9, Budget Line – Item Chart – Form 10, Budget Line -Item Chart – Form 11 (Summer, if applicable))**

- For the required budgetary forms, please list all costs based upon the narrative components and program design. All expenditures listed in the narrative and outlined on the applicable forms must align and match. It is highly advisable for applicants to consult and work closely with the financial office of the applying agency prior to submitting the application. (LEA's realize that such consultation with the CSFO is a requirement.)
- Applicants should include some of the following line items when outlining the expenditure of funds:
  - Administration
  - Salaries and Benefits
  - Indirect Costs
  - Field trips
  - Transportation costs
  - Medical necessities
  - Instructional materials
  - Sub-contracts (rates, total hours, total amount)
  - Consumables
  - Equipment
- Once awarded 21st CCLC funding, grantees must maintain detailed and accurate **Time Sheets** and/or **Personnel Activity Reports**, and **Expenditure Reports** throughout the life of the grant award period for the purposes of detailed budgetary accountability. *(Training on policies and procedures regarding these expectations will be provided.)*

### ***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.

Please see the sample listing below of allowable vs. non-allowable expenses. However, **this is not an exhaustive, all-inclusive list of either.**

Applicants must 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](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl).

### **Budgetary Allowance Reminders –**

*Allocations to these components may not exceed the following:*

- 20% Administration/Indirect Costs
- 25% Transportation Allowance (*Must include drivers' salaries, benefits, fuel expenses, etc.*)
- 5% Professional Development Allowance
- 3% External Evaluator Allowance

### **Examples of Allowable Expenditures**

- Salaries: *For 21st CCLC Project Director, Program Manager, and Site Coordinators (reasonable and in line with industry standard - 20% 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, not for promotion of the program*)

### **Examples of Non-Allowable Expenditures**

- 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.*
- 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.*
- Entertainment, Refreshments, Snacks
- Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Incentives (*e.g., plaques, trophies, stickers, give-a-ways*)
- Advertisements – Promotional or Marketing Items
- Decorative Items
- Purchase of Facilities or vehicles (*e.g., Buses, Vans, or Cars*)
- Facility/Edifice Renovations
- Land acquisition
- Capital Improvements
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations or societies for personal benefits
- Non-21st CCLC programmatic expenditures
- Any costs not allowable for federal programs per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

## eGAP Component 20: Sustainability

(Limited to 3,000 typed characters)

A preliminary sustainability plan must be developed as part of the application to show how the Community Learning Center will continue after 21st CCLC funding ends (ESSA, Title IV, Part B). 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 ever evolving and expanding throughout the life of the program. This plan should be continually updated, easily accessible, and *available for inspection by the assigned Technical Advisor and the ALSDE.*

## eGAP Component 21: Program Evaluation

(Measure of Effectiveness #4)

(Limited to 3,000 typed characters)

- When 21st CCLC funding has been awarded to a program, annual evaluation must occur for the life of the grant. The process must be multi-faceted, ongoing, and thoroughly documented for inspection by the ALSDE.
- A *Technical Advisor* who works as part of the ALSDE Federal Programs Team will be assigned to each grantee. This person will support and assist the program to ensure quality and compliance. Additionally, representatives of the ALSDE will regularly conduct *Compliance Monitoring*.
- Even with the oversight and accountability afforded by the ALSDE, applicants must address how the program will be locally monitored and evaluated. Copies of all local evaluation reports when complete must be maintained for ALSDE inspection and compliance. An *External Evaluator* must be used to conduct an evaluation of your program. An external evaluator is an individual, agency, organization, etc., with no vested interest in the 21st CCLC program. Also 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 selected External Evaluator may assist with the evaluation section of the grant application but is restricted to just that section. Please note, 21st CCLC funds may not be used to pay for any grant writing. The external evaluator must be selected prior to applying and **his/her name must be included** in this component, and comply with the following stipulations:
  - The amount to be paid 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 provide suggestions for program improvement.
  - External evaluators may have no part in the writing and/or development of the 21st CCLC grant application other than the Evaluation component. To do so, is a tremendous conflict of interest and viewed as a violation of the State of Alabama's Code of Ethics.
- The purpose for programmatic evaluation is to improve the program's success, ensure compliance and 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. Also 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 this information will be disseminated to 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 **\$900 fee per site** that should be included in the line-item budget. Local program evaluation funds will be used to ensure 21st Century Learning Center sub grantees accurately implement data management systems that allow for correct reporting of data to the Alabama State Department of Education – who in turn must report the data to the U.S. Department of Education.



***\*\*Please note: To assist the 21st CCLC with its assessment process, the local LEA should provide the 21st CCLC access to state-administered assessment results, regular school attendance data, and documentation of student behavior data. Documentation also must include qualitative data on family contact time at the community learning center, parent surveys, student surveys, regular school teacher surveys, portfolios or anecdotal information, and safety data.***

### **Due Process for Unsuccessful Applications**

*\* In accordance with EDGAR (EDGAR §76.401), if an applicant wishes to express concern or apprehension with the overall RFA procedures and corresponding outcomes, all grievances must be addressed through the established ALSDE due process protocol.*

### **Applicant Specific Stipulations**

#### **Community-Based and Faith-Based Organizations**

#### **Professional and For-profit Organizations**

School systems, schools, state-supported higher education institutions, and other state agencies are exempt from documenting financial soundness. This is due, in part, to the multiple streams of funding made available to federal and state agencies.

However, all other applicants **must** validate and provide proof of their *Capacity to Implement* and successfully operate a 21st CCLC program.

Therefore, all such agencies and organizations **must** submit the fiscal documentation delineated below:

- Copy of a notarized business license or formal Certificate of Existence from the Office of the Secretary of State, State of Alabama. (*Note: 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 the filing papers from the county in which it was formed will be the appropriate documentation for providing statewide services.
- ***Upon notification of grant award eligibility***, 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," note that it is for "Evidence of Insurance for ALSDE."
- Copies of incorporation papers for a 501 (c) (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 particular 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.) are required to complete and submit to the ALSDE Accounting Section a monthly report of expenditures. (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 [www.alsde.edu](http://www.alsde.edu)). Failure to submit the final report may result in the ALSDE withholding funds for the succeeding year(s).

All non-LEA applicants must indicate the name of the entity that conducts the required audits and the frequency in which they occur.





## **Required Forms Packet**

Alabama State Department of Education  
Office of Student Learning / Federal Programs Section

Form 1

**21st Century Community Learning Centers**

Intent to Apply for Title IV, Part B Funds

*A Letter of Intent must be submitted for each grant application submitted.*

The \_\_\_\_\_ District/LEA or \_\_\_\_\_ Community Entity **intends to apply** for Title IV, Part B, funds for Fiscal Year 2020.

Fiscal Agent \_\_\_\_\_

School(s) Served \_\_\_\_\_

Percentage of Poverty for school(s) served \_\_\_\_\_

*(Current year Poverty can be found in the eGAP online system under Building Eligibility, – if serving multiple schools, list the school with the highest percentage of poverty)*

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

County \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Primary Contact \_\_\_\_\_

Email \_\_\_\_\_

Principal(s) \_\_\_\_\_ Date \_\_\_\_\_

Executive Officer (CBO/FBO only) \_\_\_\_\_ Date \_\_\_\_\_

**To apply for 21st CCLC Grant Funding through the Electronic Grant Application Process (eGAP), it is required that all applicants submit this form by April 26, 2019.**

Please mail or email to:  
Mrs. Yolonda Averett, Education Specialist  
Alabama State Department of Education  
Federal Programs Section  
Gordon Persons Building, Room 5348  
Post Office Box 302101  
Montgomery, AL 36130-2101  
[21stcclcgrant@ALSDE.edu](mailto:21stcclcgrant@ALSDE.edu)



*Alabama State Department of Education  
Office of Student Learning/ Federal Programs Section*

**21st Century Community Learning Centers  
Elementary and Secondary Education Act**

**Title IV, Part B**

**FY 2020 Application Cover Page**

Typed Name of Fiscal Agent of Applicant \_\_\_\_\_

Requested Amount \_\_\_\_\_

Schools to Be Served \_\_\_\_\_

**Priority Points Claimed:**

- This application is a Joint/Co-Applicant proposal: \_\_\_\_\_ Yes \_\_\_\_\_ No
- This application will serve high school students ONLY: \_\_\_\_\_ Yes \_\_\_\_\_ No
- This application offers a Summer Program: \_\_\_\_\_ Min. 5 weeks / 20 hrs. per week
- County without current 21st CCLC Program: \_\_\_\_\_ Yes \_\_\_\_\_ No
- Comprehensive Support and Improvement School: \_\_\_\_\_ Yes \_\_\_\_\_ No
- Additional Targeted Support and Improvement School \_\_\_\_\_ Yes \_\_\_\_\_ No

For LEA Applicants Only: *Name of Cost Center*

*(For grants serving more than one school, select the primary school served as the cost center)* \_\_\_\_\_

Cost Center Code \_\_\_\_\_

RFA Training \_\_\_\_\_

Attendee

Location (*Live or WebEx*)

Date

\_\_\_\_\_  
Signature of Designated Project Manager

\_\_\_\_\_  
Typed Name of Project Manager

\_\_\_\_\_  
Contact Phone Number and Email Address

\_\_\_\_\_  
Date

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

**FOR ALSDE USE ONLY:**

Approved:

\_\_\_\_\_  
Dr. Eric G. Mackey  
State Superintendent of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Superintendent or Authorized Official

\_\_\_\_\_  
Typed Name of Superintendent/Authorized Official

### Assurances and Certifications

Form 3

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

- The applicant agrees to keep such records and provide such 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 2CFR part 200.501.
- The Community Learning Center will be operated in a safe and easily accessible facility.
- The principal(s) of participating schools agrees to attend one day of regional ALSDE-approved training.
- 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 bi-annually.
- The applicant, if funded, will utilize fiscal accounting, disbursement, and auditing procedures consistent with local policies and ALSDE requirements. LEA 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 carried out 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 carry out 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 *No Child Left Behind Act of 2001 (NCLB)*; 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/CBO/FBO 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 (including anabolic steroids), 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 storing and administering approved and/or required medications and/or first aid to students.
- 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

\_\_\_\_\_  
Signature of CBO/FBO/Agency CEO

\_\_\_\_\_  
Date

## Partnership Agreement

[illegible]



*The following form is required for Joint / Co-Applicant proposals. It may also be utilized after the application process as an example of a generic template for a Contract/Memorandum of Understanding – Agreement – MOU/MOA, if an applicant is awarded funding. Please note that other sections may need to be added depending on the nature of the agreement and the parties involved. Duties and responsibilities of each party as they relate to the applicable 21st CCLC Program must be detailed and defined. Please state what is to be done or what is expected in plain, simple language. Be specific about any financial or other resource obligations of each party and include dates of when the actions are to be taken or completed. A third party with no other knowledge of the project should be able to easily read and understand stipulations of the document.*

## Contract/Memorandum of Understanding (Agreement)

between

---

(Insert Name of Party A)

and

---

(Insert Name of Party B)

### A. Purpose and Scope

The purpose of this Contract/MOU (A) is to clearly identify the roles and responsibilities of each party as they relate to the \_\_\_\_\_ 21st CCLC Program. In particular, this agreement is intended to accomplish the following: *(Examples)*

- Enhance
- Increase
- Establish

### B. Background

*Brief description of agencies involved in the Contract/MOU (A) with documentation of any current/historical ties to the 21st CCLC Program.*

### C. Duration or Term of Contract/MOU (A)

*This Contract/MOU shall commence on \_\_\_\_\_ and shall continue for a period of \_\_\_\_\_ to \_\_\_\_\_.*

### D. \_\_\_\_\_ shall be responsible for the following: *(Examples)*

*(Party A)*

- |           |                    |
|-----------|--------------------|
| ▪ Develop | ▪ Review           |
| ▪ Deliver | ▪ Comply           |
| ▪ Share   | ▪ Train            |
| ▪ Support | ▪ Maintain records |
| ▪ Provide | ▪ Sponsor          |
| ▪ Promote | ▪ Evaluate         |
| ▪ Refer   |                    |

E. \_\_\_\_\_ shall be responsible for the following: *(Examples)*

*(Party B)*

- |                  |                           |
|------------------|---------------------------|
| ▪ <i>Develop</i> | ▪ <i>Review</i>           |
| ▪ <i>Deliver</i> | ▪ <i>Comply</i>           |
| ▪ <i>Share</i>   | ▪ <i>Train</i>            |
| ▪ <i>Support</i> | ▪ <i>Maintain records</i> |
| ▪ <i>Provide</i> | ▪ <i>Sponsor</i>          |
| ▪ <i>Promote</i> | ▪ <i>Evaluate</i>         |
| ▪ <i>Refer</i>   |                           |

#### F. Meetings and Reporting

*To accomplish the purposes and objectives set forth in the Contract / MOU (A), partners will meet .....  
Reports and accountability will be provided through the following means:*

- 
- 
- 

#### G. Modification and/or Termination

*It is mutually understood and agreed by and between the parties that the following procedures must be implemented for the modification and/or termination of this signed agreement:*

- 
- 
- 

*The terms for the termination of the agreement by either party are detailed as follows:*

- 
- 
- 

#### H. Financial / Budgetary Considerations

*All fiscal and budgetary matters will be conducted according to the following stipulations. Compensation will not be awarded prior to the fulfillment of the promised goods / services. Only one entity can serve as the fiscal agent in a joint co-applicant collaboration.*

- 
- 
- 

This Contract / MOU (A) is an “**At-will**” agreement and may be modified with the mutual consent of the authorized individuals of \_\_\_\_\_ and \_\_\_\_\_. Once signed by authorized officials of both groups, this Contract/MOU (A) will begin \_\_\_\_\_ and will remain in effect until \_\_\_\_\_.

\_\_\_\_\_  
*(Party A)*

\_\_\_\_\_  
*(Party B)*

\_\_\_\_\_  
*(Title)*

\_\_\_\_\_  
*(Title)*

\_\_\_\_\_  
*(Date)*

\_\_\_\_\_  
*(Date)*

**Form 6**

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, Superintendent and each Principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the proposed project. In accordance with EDGAR § 200.307, programmatic income (sustainability) must be used and maintained for the purposes and under the conditions of the initial Federal Award (21st CCLC grant). This is also applicable for all equipment and technology purchased for the effective implementation of the grant award. (§ 200.313)

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

1. Maintain knowledge of state (ALSDE) and local LEA's 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.
4. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
5. Participate in meetings as deemed appropriate, necessary, and/or as requested by the ALSDE.
6. 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.

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

1. Maintain knowledge of state (ALSDE) and local LEA's 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.
4. 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, e-mail, newsletters, websites, or by whatever means necessary or needed.
6. Visit 21st CCLC classrooms to support implementation efforts.
7. Consider 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.
9. Assist with research and evaluation activities including the collection and management of data (including grant impact) as directed by the ALSDE team.
10. Include the work of the 21st CCLC program within the school and 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 understood and agree to support the implementation of the proposed 21st CCLC program, and will adhere to the aforementioned assurances.

Name of Superintendent

Original Signature

Date \_\_\_\_\_

Name of Principal(s)

Original Signature

Date \_\_\_\_\_

## Elementary and Secondary Education Act (P. L. 107 – 110)

Alabama Department of Education  
Federal Programs  
21st CCLC – Form 7

## Title IV, Part B, 21st Century Community Learning Centers (CFDA 84.287)

<b>Applicant Agency</b>	<b>System Code</b>	<b>Beginning Date</b>	<b>Ending Date</b>
<b>Name of Contact Person</b>	<b>Telephone No./ Fax No./ E-mail Address</b>		

<b>Original Budget</b>	<input type="text"/>
<b>Amendment No.</b>	<input type="text"/>
<b>Effective Date</b>	<input type="text"/>

## BUDGET SUMMARY

21st CCLC Funds Requested	Funding Request		Program Total
	FY Year- 2020		
Amount - \$	\$	\$	\$

**Certification:**

I am authorized in the minutes of the governing board of the Applicant Agency to submit this application, amendment, or expenditure report for the *Every Student Succeeds Act*, Title IV, Part B (P.L. 107-110). To the best of my knowledge, the information contained herein is correct, the program will be implemented as described in the approved application, and the program will abide by all assurances therein. The Applicant Agency is responsible for complying with all applicable state and federal requirements including the resolution of any audit exception(s).

*(Note: This form is to be used and submitted with the initial RFA. CBO's/FBO's will then use the form after having been awarded funding, when submitting a Revision/Addendum to their Original RFA.)*

## REASON FOR AMENDMENT:

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Signature of Custodian of Funds/Chief School Financial Officer

Date Signed

Signature of Superintendent/President/ CEO

Date Signed

<b>For ALSDE Use Only</b>
Education Program Manager-Federal Prog.
Asst. State Superintendent of Student Learning
Deputy State Superintendent
Chief of Staff
Dr. Eric G. Mackey State Superintendent of Education

21st CCLC – Form 8

Applicant Agency

**Elementary and Secondary Education Act (P.L. 107-110)**  
**Title IV, Part B, 21st Century Community Learning Centers (CFDA 84.287)**  
**Budget/Expenditure Detail for Fiscal Year 10/1/2019 - 9/30/2020**  
*(Composite Totals derived from Budget Line Item Detail)*

Account Codes (LEA's only)		Budget Categories	Proposed Budget	Approved Budget	Changes (+ or -)	Amended Budget
Function	Program	Object				
		Salaries (as Itemized on Staff Summary)	\$	\$		For the purposes of the Original Grant Application (RFA) submission, these columns are not applicable.
		Employee Benefits (itemize, give rates)				
		■ FICA				
		■ Retirement				
		■ Insurance				
		■ Unemployment Compensation				
		Travel				
		■ Training/Professional Development				
		■ Other (Staff)				
		Transportation				
		■ Bus/Gas/Driver Salary/Etc.				
		Materials & Supplies				
		Non-Capitalized Equipment				
		Other (Itemize by Object of Expenditure)				
		Indirect Cost (approved restricted rate)				
		<b>TOTAL BUDGET/EXPENDITURES:</b>	\$	\$		

**\*\* Note:** This form is to be used and submitted by ALL applicants with the initial RFA. CBOs/FBOs will then use the form after having been awarded funding, when submitting a Revision/Addendum to their Original RFA. LEA's will submit Revisions/Addendums via the ALSDE eGAP system.







Form 10

**Alabama 21st Century Community Learning Centers  
Academic Year Budget Line – Item Chart**

Total Requested Funding						\$	
<b>Employee Salaries</b>							
Object Code	Number of Employees	Title/Position	Salary Per Hour	Hours per Day	Rate/Day	Annual Salary	Totals
Organizational Code for CBOs/FBOs							
<b>Employee Benefits</b>							
Object Code	Number of Employees	Title/Position	Retirement	FICA	??	??	Totals
Percentages			____%	____%			
<b>Salaries Totals</b>				<i>(Salaries + Benefits = Salaries Total)</i>			
<b>Professional Development</b>							
Object Code	Number of Employees	Title/Position	Event	Number of Days		Subtotal	Totals
<b>Materials, Supplies, and Non-Capitalized Equipment</b>							
Object Code	Item(s)	Number Purchased	Unit Cost			Subtotal	Totals

Transportation							
Object Code	Item(s)	Allocation					Totals
	Driver Salary(ies)		Since these salaries must be included in the RFA 25% <i>Transportation Allowance</i> , please do <b>not</b> duplicate or double allocate when calculating <b>totals</b> , if Driver salaries are represented elsewhere on your chart.				
	Buses						
	Gas						
Purchased Services / Contracted Services							
Object Code	Individual or Entity	Number of Days	Cost Per Day/Week			Subtotal	Totals
	Music Instruction <i>(example)</i>	<i>The above cells should be custom-tailored to the needs of the program</i>					
	YMCA <i>(example)</i>						
	Culinary Lessons <i>(example)</i>						
Indirect Costs							
Object Code	Item(s)	Allocation				Subtotal	Totals
			<i>LEAs, please adhere to the State mandated equation (calculation) regarding Indirect Costs. Indirect Costs are to be included in the applicant's 20% Administrative allowance.</i>				
		<b>Project Sub-Totals from each Category</b>					
						<b>Project Total</b>	



Form 11

**Alabama 21st Century Community Learning Centers  
Summer Program Budget Line – Item Chart**

Total Requested Funding						\$	
<b>Employee Salaries</b>							
Object Code	Number of Employees	Title/Position	Salary Per Hour	Hours per Day	Rate/Day	Annual Salary	Totals
Organizational Code for CBOs/FBOs							
<b>Employee Benefits</b>							
Object Code	Number of Employees	Title/Position	Retirement	FICA	??	??	Totals
Percentages			____%	____%			
<b>Salaries Totals</b>				<i>(Salaries + Benefits = Salaries Total)</i>			
<b>Professional Development</b>							
Object Code	Number of Employees	Title/Position	Event	Number of Days		Subtotal	Totals
<b>Materials, Supplies, and Non-Capitalized Equipment</b>							
Object Code	Item(s)	Number Purchased	Unit Cost			Subtotal	Totals

[illegible]



Site \_\_\_\_\_

**Administrative Costs** are defined as expenses directly related to the salaries and benefits of the following individuals and/or those responsible for the effective management and leadership of the CCLC program:

- Administrative salaries should be allocated under *General Administrative* in eGap and separated from other salary funding.

**Indirect Costs** are defined as those costs of a general nature which are not readily identifiable with the activities of the grant; but are, nevertheless, incurred for the joint benefit of those activities and other activities of the organization.

The total for administrative personnel and indirect cost combined cannot exceed \$30,000.

Total Administrative Costs		
Within CAP	YES	NO

### Administrative Personnel

Job Title	Salary	Benefits

Total Administrative Salaries from table above: \_\_\_\_\_  
 Place this amount on the Budget Page in eGAP under General Administrative (6000-6999) Salaries (010-199).

Total Administrative Benefits from table above: \_\_\_\_\_  
 Place this amount on the Budget Page in eGAP under General Administrative (6000-6999) Benefits (200-299)

### Indirect Costs

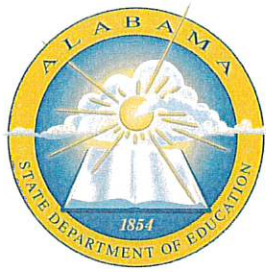
Item	Cost
Total	

Total Indirect Cost from table above \_\_\_\_\_  
 Place this amount on the Budget Page in eGAP under General Administrative (6000-6999) Indirect Costs (091).

## Timeline

Applicants must list the expected timeline for program activities for the academic year of **October 1, 2019 – September 30, 2020**. A comprehensive, month-by-month timeline outlining the procedures to be followed during the first year of the grant must be provided. It should include, but not be limited to, the following:

- Planning meetings
- Advisory Council appointment
- Hiring of staff
- Training
- Recruitment of students
- Meetings with school-day staff
- Creating of materials
- Providing of services to students and families
- Evaluations and Assessments
- Summer school, if applicable



## Appendix A

# Alabama 21st Century Community Learning Centers

## Glossary of Terms, Definitions, and Acronyms

Term / Acronym	Definition / Description
<b>21st Century Community Learning Center (21st CCLC)</b>	U.S. Department of Education program, administered through the states, providing 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.
<b>Alabama State Department of Education (ALSDE)</b>	21st CCLC funding is administered through the federal and state programs division of the ALSDE.
<b>Budget Chart</b>	Documented form used to describe intended use of the grant award. It 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.
<b>Budget Revision</b>	When spending needs change from a previously approved budget, the budget table/grid must be revised, and the ALSDE must approve before the revised spending occurs.
<b>CNP</b>	Child Nutrition Program
<b>Co-Applicant</b>	A <i>Co-Applicant</i> 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. <b>This collaboration is <u>not</u> merely a partnership through contracted provided services</b>
<b>Community Based Organization (CBO)</b>	An entity other than a Local Education Agency (LEA) that applies for a 21st CCLC grant. This may include non-profit agencies, faith-based organizations (FBO), private school, college or university, regional education agency, library, health-based organization, museum, park/recreation, or for-profit agency.
<b>Contract</b>	Contract is defined as any legally binding agreement voluntarily entered into by two 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.
<b>CIP</b>	Continuous Improvement Planning System
<b>EDGAR</b>	Education Department of General Administrative Regulations - Uniform administrative requirements as established for the oversight of Federal funding
<b>ESEA – <u>Now ESSA</u></b>	<i>Elementary Secondary Education Act</i> (ESEA) was first enacted in 1965 and was most recently reauthorized as the <i>No Child Left Behind Act of 2001</i> (NCLB) – and most recently reauthorized

	as through the <i>Every Student Succeeds Act of 2015</i> . It is the primary federal law that impacts K – 12 Public Education.
<b>External Evaluator</b>	An external evaluator is an individual, agency, organization, etc., that is used to conduct an evaluation of the program.
<b>FBO</b>	Faith-based Organization
<b>Feeder School</b>	Any public or private school that provides students to the 21st CCLC center.
<b>Grantee Profile</b>	A portion of PPICS designed to collect basic information from grantees about their organization, their proposed objectives and community partners, the activities they propose to deliver at their centers, and the student and family members they intend to serve.
<b>Grant Period / Award Period / Project Period / Period of Availability</b>	The fiscal period of the grant coincides with the state fiscal year beginning October 1 through September 30. This period is important relative to allowable activities, the purchase of equipment and supplies, etc. Therefore, all services must occur during the period of availability.
<b>LEA</b>	Local Education Agency
<b>Letter of Intent</b>	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.
<b>Memorandum of Understanding / Agreement (MOU/MOA)</b>	Memorandum of Understanding/Agreement (MOU/MOA) will typically specify mutually accepted expectations between two or more people or organizations, as they work together toward a common objective. Generally, they do not carry the binding weight of a contract, and may not always be enforceable in a court.
<b>OMB Circulars</b>	Federal Office of Management and Budget - works cooperatively with federal agencies and non-federal parties, 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: <a href="https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl">https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl</a>
<b>Partnerships</b>	An organization other than the grantee that actively contributes to the 21st CCLC-funded project. <ul style="list-style-type: none"> <li>- Service provider agencies</li> <li>- Community volunteer-based organizations</li> <li>- Consumer/advocacy groups</li> <li>- Professional associations</li> <li>- Child Nutrition Program (CNP)</li> <li>- Higher Education (Colleges, Universities)</li> <li>- Businesses, Corporations, and Retailers</li> <li>- Community leaders</li> <li>- Cooperative Extension Services</li> <li>- Financial Institutions</li> <li>- Churches</li> <li>- Police and Fire Departments, Public Works</li> </ul>
<b>Partnerships (Continued)</b>	<ul style="list-style-type: none"> <li>- Hotels and Restaurants</li> <li>- Parks and Recreations</li> <li>- Arts Alliance</li> <li>- High School Clubs</li> <li>- Fraternities and Sororities</li> <li>- Gyms and Wellness Centers</li> <li>- Museums</li> <li>- Senior Citizen Organizations</li> </ul>



	<ul style="list-style-type: none"> <li>- Libraries</li> <li>- Other organizations involved with strengthening families</li> </ul>
<b>Measures of Effectiveness</b>	The principles upon which all 21st CCLC programs must be built as identified and outlined in the reauthorized ESEA legislation, the Every Student Succeeds Act and Education Department of General Administrative Regulations (EDGAR)
<b>Program Activities</b> <i>(Examples)</i>	<p><b>Academic Enrichment Learning Programs:</b> 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, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.</p> <p><b>Academic Improvement/Remediation Programs:</b> 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.</p> <p><b>Activities for Limited English Proficient Students:</b> These activities specifically target students with limited English proficiency and are designed to further enhance students' ability to utilize the English language.</p> <p><b>Activities Targeting Adult Family Members:</b> 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.</p> <p><b>Career/Job Training:</b> 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.</p>
<b>Program Activities</b> <i>(Examples)</i> <i>Continued</i>	<p><b>STEM:</b> 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 their interrelationship not just in theory but in real world practice.</p> <p><b>Community Service/Service Learning Programs:</b> These activities are characterized by defined service tasks performed by students that address a given community need and that provide for structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youth.</p> <p><b>Drug and Violence Prevention, Counseling, and Character Education Programs:</b> 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 the essential health skills, promoting positive youth development, resiliency, and social emotional learning, providing opportunities for counseling and support, and establishing a</p>

	<p>sense of connectedness by cultivating core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.</p> <p><b>Homework Help:</b> Homework help refers to dedicated program time for students to work independently on homework, with or without assistance from staff, volunteers, or older peers.</p> <p><b>Tutoring:</b> 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.</p> <p><b>Programs That Promote Parental Involvement and Family Literacy:</b> These activities specifically target adult family members of youth participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.</p> <p><b>Recreational Activities:</b> These activities are not academic in nature, but rather allow students time to relax, play, or engage in health-enhancing fitness opportunities. Sports, games, and clubs fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.</p> <p><b>The Arts:</b> 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.</p> <p><b>Youth Leadership Activities:</b> 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.</p>
<b>Regular Attendees</b>	Reference to students who have attended a 21st CCLC program for at least 30 days during the reporting period
<b>Reporting Period</b>	PPICS 21st CCLC reporting period – June 1 through May 31 <sup>st</sup>
<b>RFA</b>	Request For Application
<b>Evidence-Based Research (EBR)</b>	<p>(A) IN GENERAL – Except as provided in subparagraph</p> <p>(B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –</p> <p>(i) demonstrates a statistically significant effect to improving student outcomes or other relevant outcomes based on –</p> <p>(I) strong evidence from at least 1 well-designed and well-implemented experimental study;</p> <p>(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or</p> <p>(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls or selection bias; or (ii) (I) 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; and</p> <p>(II)<sup>11</sup> includes ongoing efforts to examine the effects of such activity, strategy, or intervention.</p>
<b>Site</b>	A site is the 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.
<b>STEM</b>	<p>(S) cience</p> <p>(T) echnology</p> <p>(E) ngineering</p> <p>(M) ath</p>
<b>Subcontractor</b>	An organization that is under contract with the 21st CCLC grantee to provide 21st CCLC grant-funded activities or services. For PPICS purposes, a subcontractor is considered a partner.

<b>Sub-Grant Award</b>	The benefactors of the state and federal programs are qualified applicants. Therefore, the ALSDE is a "flow through" agency. The portion of the total ALSDE award made available to individual applicants is called a sub-grant.
<b>Sustainability Plan</b>	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.
<b>TA</b>	21st CCLC Technical Advisor
<b>USDOE</b>	United States Department of Education

**ALABAMA STATE DEPARTMENT OF EDUCATION**  
**Office of Student Learning**  
**Federal Programs Section**

**Addressing Complaint Procedures**

**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."

**Note:** Before submitting a complaint about a school or school district, the ALSDE requires that all complainants first complete the grievance procedures established by the Local Education Agency (LEA), if applicable. This may involve contacting the local school district, expressing concerns to the appropriate board employee, and receiving information on how to proceed.

**Exception:** As stated in NCLB Section 1120(b)(5) related to Private Schools and timely, meaningful consultations with LEAs, non-public school officials may apply for complaint relief directly to the ALSDE. This citation continues with the procedure, "Upon receipt of the formal written complaint, the ALSDE will notify the LEA of the complaint and request appropriate documentation."

**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.

**I. Resolution Protocol**

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

**Step One: Procedure for Filing Written Complaints**

The term "complaint" means an allegation, by an individual or group, that the state, a local education agency (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, the Federal Programs Section follows a set procedure for accepting written complaints describing how an entity is violating or has violated a Federal statute or regulation that applies to "covered programs" with these stipulations:

- 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 SDE, 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:

Education Program Manager  
Alabama State Department of Education  
Office of Student Learning  
Federal Programs Section  
Gordon Persons Building, Room 5348  
P. O. Box 302101  
Montgomery, AL 36130-2101

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

Education Program Manager  
Alabama State Department of Education  
Student Learning  
Federal Programs Section  
Gordon Persons Building, Room 5348  
50 North Ripley Street  
Montgomery, Alabama 36104  
Attention: Federal Programs Director

## II. Procedures for Handling a Complaint

The Federal Programs Section will coordinate and maintain records relating to the programs it administers for all complaints received. In order to address concerns in a timely manner, Federal Programs will:

- Strive to **resolve the complaint within 60 calendar days** of receiving the written complaint. However, if an investigation extension by the ALSDE is necessary, it will be granted only if exceptional circumstances exist with respect to a particular complaint.
- **Share a copy** of the complaint with the other party.

### A. 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.

### B. 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.

### C. 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.
- Request 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 in order to assist the ALSDE in making a determination of compliance or noncompliance.

### D. Formal Communication:

The ALSDE will analyze data and documentation to determine whether or not 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 delineates the need for **corrective action**, or will state that the ALSDE did not find any addressable grievances.

### E. On-Site Investigations:

At this point, the ALSDE may do either 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 retains authority for determining how the allegations may be additionally investigated.



### **III. 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 Administrative and Federal Programs staff within 15 business days after the receipt of the written request. Oral and written testimony will be taken.

#### **A. 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.

#### **B. Formal Hearing:**

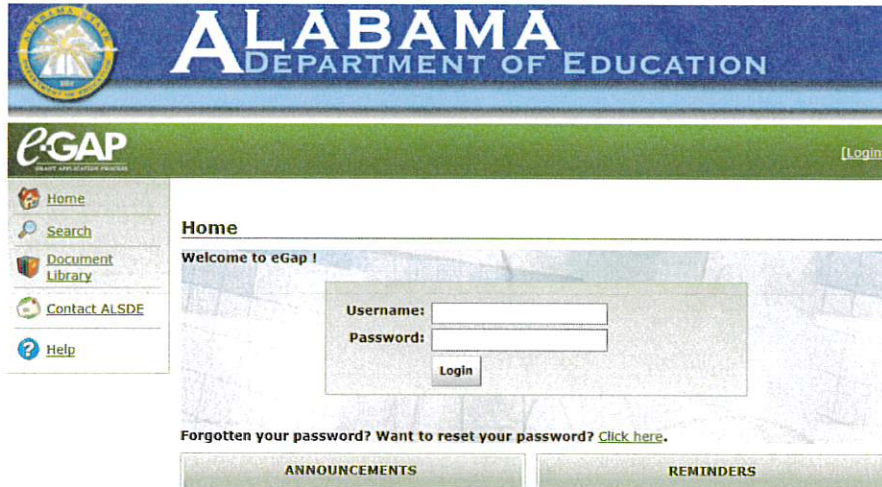
If such complaint is still not resolved to the complainant's satisfaction, an Ad Hoc Dispute Resolution Panel appointed by the ALSDE will conduct a formal hearing. A secretary will be designated to take minutes, and an electronic recording will be made. The ALSDE panel will provide opportunity for both 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.


### **IV. Procedures for Filing a Grievance 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 How to determine a School's Poverty Percentage

1. Go to [www.alsde.edu](http://www.alsde.edu)
2. Move your mouse over schools and systems and then down and select eGAP Application
3. You do not need a username or password to continue this process. Click Search



4. Enter the name of the school system and click Search.
5. Click on the  under Funding.
6. Under Entitlement Funding Application, click Consolidated.
7. Under Description, click on Building Eligibility page.
8. Find the school to be served by the grant. The school's Low Income % is located in the column labeled, Low-Income Student Percentage. If you are serving multiple schools, use the school with the highest % of poverty.