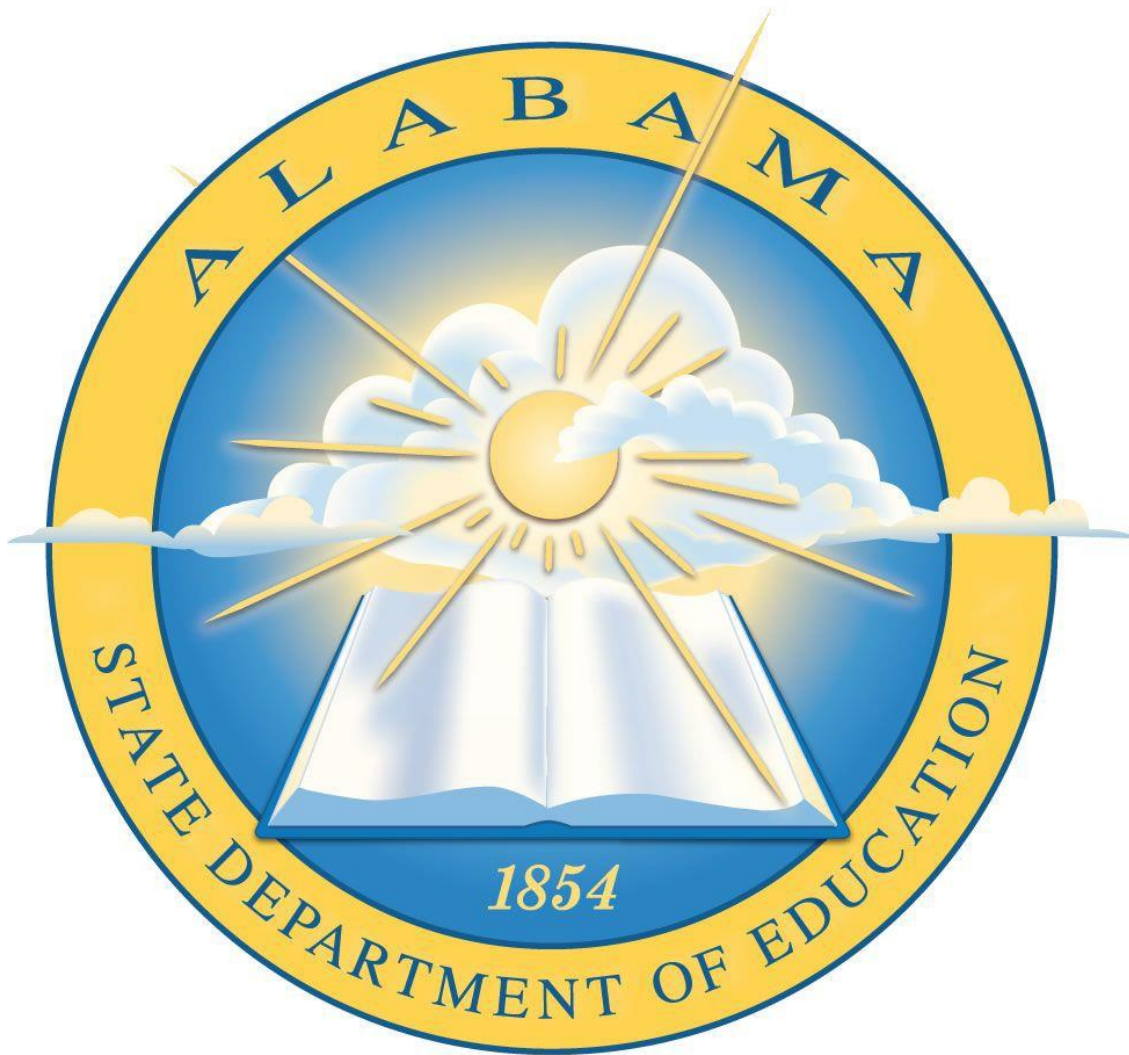


2022-2023 GRANT GUIDANCE



**Alabama Department of Education
Office of Student Learning
Federal Programs
Nita M. Lowey
21st Century Community Learning Centers**

20 U.S.C. 7171; S. 1177 - 182-192

Application
FY2023 (Cohort 16)

Contents

Grant Application	1
General Grant Information.....	6
PURPOSE OF 21st CCLC GRANTS	6
Eligible Applicants.....	6
Faith-Based Organizations (FBO).....	7
Funding Amounts	7
Project Period	8
Application Review and Selection Process	8
Measures Of Effectiveness	9
Government Performance and Results Act (GPRA).....	10
Competitive Priority.....	11
PRIORITY 1 - Joint Co-Applicant	11
PRIORITY 2 - Summer Program	12
PRIORITY 3 - High School	12
PRIORITY 4 – Counties Without Current 21 st CCLC Programs	12
PRIORITY 5 - Schools in Improvement	12
Program Design	13
Renewability.....	13
Program Income	13
Authorized Activities for Community Learning Centers	14
Application Components.....	15
Section 1 - eGAP Components	15
eGAP Components 1 Through 4.....	15
Needs Assessment Checklist - eGAP Component 1.....	15
Needs Assessment Narrative - eGAP Component 2.....	16
School(s) And School District - eGAP Component 3.....	17
Goals, Measurable Objectives, and Strategies - eGAP Component 4.....	17
eGAP Components 5 Through 9.....	18
Challenging State Academic Standards - eGAP Component 5	18
Nutrition And Health - eGAP Component 6	19
Parent And Family Engagement - eGAP Component 7	19
Service Learning - eGAP Component 8	20
Summer Programs (if applicable) - eGAP Component 9.....	21
eGAP Components 10 – 12 — Capacity to Implement	22

Student Safety - eGAP Component 10	22
Transportation - eGAP Component 11	23
Operations - eGAP Component 12	24
eGAP Components 13-17	26
Staffing Qualifications and Professional Development - eGAP Component 13	26
Program Management and Indirect Costs - eGAP Component 14	28
Integration Into the Schools Continuous Improvement Plan (CIP)	29
- eGAP Component 15	29
Partnership Commitment - eGAP Component 16	30
Program Communication - eGAP Component 17	32
eGAP Components 18-20	32
Budget/Allocation of Resources - eGAP Component 18	32
Sustainability - eGAP Component 19	36
Program Evaluation - eGAP Component 20	36
Section II - Related Documents	37
Form 1 - Letter of Intent to Apply	38
Form 2 - Cover Page	38
Form 3 - Assurances and Certifications	38
Form 4 - Partnership Agreement	38
Form 5 - Joint Co Applicant Contract/Memorandum of Understanding	38
Form 6 - Superintendent and Principal Certification Forms	38
Form 7 - Administrative Worksheets	39
Form 8 – Timeline	39
Section III - Required Documents	39
<i>Grant Finance</i>	<i>40</i>
Applicant Specific Stipulations	40
Community-Based Organizations, Faith-Based Organizations, and Professional and For-Profit Organizations	40
Upon the Award of Grant Funding	41
<i>Appendices</i>	<i>42</i>
Appendix A - Glossary of Terms, Definitions, and Acronyms	A-1
Appendix B - Complaint Procedures	B-1
Appendix C – Required Forms	C-1
Appendix D - How to Determine a School’s Poverty Percentage	D-1
Appendix E – How will the application be scored	E-1

Announcement of Funding Opportunity
20 U.S.C. 7171; S.1177 – 182-192
Application
FY2023 (Cohort 16)

ESSA, Title IV Part B Nita M. Lowey 21st Century
Community Learning Centers

Grant Application

Legislative Authority	<p>The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B of the <i>Elementary and Secondary Education Act</i>, as amended by the <i>Every Student Succeeds Act</i> (ESSA) of 2015.</p> <p><i>Note: The 21st CCLC is a formula grant from the U.S. Department of Education made available to states, which administer subgrants to eligible entities through a competitive request for proposals. Awardees of this funding are therefore referred to as subgrantees and awards as sub-awards or subgrants. The words “grant” and “subgrant” are used interchangeably within this RFA.</i></p>
Purpose of Grant	<p>The purpose of 21st Century Community Learning Centers is to provide opportunities for communities to establish or expand activities in community learning centers that:</p> <ol style="list-style-type: none">1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition, and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

	<p>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.</p>
Project Period	<p>The grant period is three (3) years, to begin October 1, 2022, and to end September 30, 2025, subject to availability of funds from the United States Department of Education. Renewability will be offered for Years 4 and 5 with satisfactory performance of the subgrantee in the initial grant period. This is also subject to availability of funds from the United States Department of Education.</p>
Eligible Applicants	<p>Any public or private organization that meets the eligibility requirements can apply for 21st CCLC funding. An “eligible entity” refers to a local educational agency (LEA), non-local educational agency (non-LEA), Indian tribe or tribal organization (25 U.S.C. Section 5130), another public or private entity, or a consortium of two or more such agencies, organizations, or entities (20 U.S.C. Section 7171[b][3]). This includes public school districts, charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations, and for-profit corporations.</p> <p>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 non-LEA 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.</p> <p>The proposed service site for a Community Learning Center (CCLC) 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 concerning geographical areas, urban and rural service sites, and as outlined within the applicable legislation. If more than one proposal to serve the same school(s) is submitted, none of the proposals will proceed to the reading process.</p> <p>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</p>

	<p>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.</p> <p>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, coordination of efforts and activities, and leadership's cooperation as evidenced by the required, signed Superintendent and Principal Certification Forms. (Form 6)</p> <p>Previously funded 21st CCLC programs whose grant award is ending in FY22 (September 30, 2022) are eligible to apply for new grant funding. However, such programs are required to follow the competitive process for determining new grant awards and no special consideration will be given for having received a prior grant.</p> <p>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)</p>
Amount of Funding	<p>Annual subgrant awards will range from a minimum of \$50,000 to a maximum of \$200,000.</p> <p>Budgetary requests must be reasonable, necessary, and supported with sufficient justification. The per-student allocation varies depending upon whether transportation to and/or from the program site is provided. For applicants planning to provide transportation, the per-student allocation is \$1,800. If transportation will not be provided, the per-student allocation is \$1,500. For planning purposes, applicants may use a \$1,500/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.</p> <p>For example, a grantee that receives a \$100,000 award and provides transportation would be expected to serve 111 students per year (\$200,000/\$1,800). If no transportation is provided, the grantee would be expected to serve 133 students per year (\$100,000/\$1,500).</p>

	Grantees must never supplant (replace) previously existing local, state, or federal funds. Grant funds are intended to supplement (increase) other available sources of funds.
Application Due Date and Mailing Address	<p>The due date for application submissions is July 22, 2022, at 11:59 p.m. Complete applications must be submitted electronically via the Alabama Department of Education Electronic Grant Application Process or eGap (ALSDE.EDU). Applications submitted via mail will not be reviewed.</p> <p>Instructions for submission are available at the Federal Programs - Alabama Department of Education (alabamaachieves.org). Prospective applicants are advised that submission via the Portal is a multi-step process that includes completion of several online forms and upload of multiple documents, some of which require signatures and will need to be scanned prior to uploading. Prospective applicants are advised to begin work in the online portal as soon as possible.</p> <p>For guidance on submitting acceptable forms of e-signature, please see the Instructions for Electronic Signatures document posted with this RFA.</p> <p>Submit copies of the Related Documents Forms 1-13 (Section II) and Required Forms (Section III) by uploading all into related documents. Complete the application by selecting the Draft Status Completed, followed by School System Chief Financial Officer CBO/Accountant/Authorized Rep Approved application and finally, School System Superintendent/CBO Executive Director/Authorized Rep Approved no later than July 22, 2022, at 11:59 pm.</p> <p>Faxed, mailed, or hand-delivered submissions of applications will not be accepted.</p>
Webinar	Applicants may access a Technical Assistance Webinar for this RFA to be posted on Federal Programs - Alabama Department of Education (alabamaachieves.org) no later than June 13, 2022.
Questions and Answers	All questions must be submitted via email to 21CCLC@ALSDE.edu by 5 p.m. on June 6, 2022. A complete list of all Questions and Answers will be posted on Federal Programs - Alabama Department of Education (alabamaachieves.org) no later than June 13, 2022.
Non-Mandatory Notice of Intent	The Notice of Intent (NOI) is not a requirement for submitting a complete application by the application date; however, ALSDE strongly encourages all prospective applicants to submit an NOI to ensure a timely and thorough review and rating process. The

	notice of intent should be submitted via email by 5 p.m. on May 20, 2022 , to 21CCLC@ALSDE.edu
ALSDE Designated Contacts	<p>Administrator: Annette Scogin annette.scogin@ALSDE.edu</p> <p>Program Specialist: Aleysia Alves aalves@ALSDE.edu Camille Anderson-Finley camille.finley@ALSDE.edu</p> <p>Non-LEA Fiscal: Justin Todd jtodd1@ALSDE.edu</p> <p>LEA Fiscal: Leah Johnston ljohnston@ALSDE.edu</p> <p>Email: 21CCLC@ALSDE.edu</p>

****Note:** This guidance is subject to change as state and federal laws are updated.

General Grant Information

PURPOSE OF 21st CCLC GRANTS

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

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition, and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their student's education, including opportunities for literacy and related educational development.

All three program components (above) must be offered through each center and must be available to all participating students.

The term “community learning center” means an entity that assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other activities during non-school hours or periods when school is not in session.

Eligible Applicants

Any public or private organization that meets the eligibility requirements can apply for 21st CCLC funding. An “eligible entity” refers to an LEA, community-based organization (CBO), Indian tribe or tribal organization (25 U.S.C. Section 5130), another public or private entity, or a consortium of two or more such agencies, organizations, or entities (20 U.S.C. Section 7171[b][3]). This includes public school districts, charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations, and for-profit corporations.

According 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 regarding 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 at 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.

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

Previously funded 21st CCLC programs whose grant award is ending in FY22 (September 30, 2022) are eligible to apply for new grant funding. However, such programs are required to follow the competitive process for determining new grant awards and no special consideration will be given for having received a prior grant.

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

Faith-Based Organizations (FBO)

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.

Funding Amounts

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

Budgetary requests must be reasonable, necessary, and supported with sufficient justification. The per-student allocation varies depending upon whether transportation to and/or from the program site is provided. For applicants planning to provide transportation, the per-student allocation is \$1,800. If transportation will not be provided, the per-student allocation is \$1,500. For planning purposes, applicants may use a \$1,500/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 <https://www.wallacefoundation.org/cost-of-quality/pages/default.aspx>

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

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

Project Period

Subgrants will be for 3 years, anticipated to begin October 1, 2022, and to end September 30, 2025. Renewability for Years 4 and 5 will be subject to availability of funds from the United States Department of Education and full compliance and satisfactory performance of the subgrantee in the previous year. Following the initial award based on the approved Request for Application (RFA), subsequent award years will be contingent upon the following:

- The ALSDE receives adequate federal funds for this continued purpose.
- Satisfactory performance by the grantees as evaluated by the ALSDE (substantial progress toward the objectives outlined in the approved application, effective operational governance, and fiscal fidelity and responsibility).
- Submission of an annual Continuation Award application by 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.

Application Review and Selection Process

Phase One – Review of Application Components

Applications will be submitted by subgrantees to the Alabama State Department of Education (ALSDE). Only those received by the ALSDE determined deadline will be reviewed. Applications will be electronically distributed to a panel of peer reviewers.

Phase Two – Federal Compliance Review

Each application will be evaluated and scored by a panel of peer reviewers. The ALSDE requires all peer reviewers to submit a Vitae/Resume to ascertain their accomplishments and eligibility. Each peer reviewer is then thoroughly screened and must attend a peer reviewer training before the process. Peer-reviewers also sign the ALSDE Conflict of Interest Agreement in a written format within the electronic system.

The peer reviewer will use the 21st CCLC eGAP Scoring Rubric as their evaluation instrument. Applications are then scored based on the quality of the proposal and the capacity of the applicant to implement the program. Competitive priority points will only be added to applications that are following federal statute and exceed the standard base expectation. (Please refer to the Priorities portion of the RFA and the RFA Scoring Rubric).

In addition, each application will be checked for submission compliance. Partial and/or incomplete submissions for each required component of the RFA will not be awarded.

Phase Three – Reader Review and Scoring

Upon completion of the Peer Review process, based on available funding and the overall application score, the selection of awarded grants will then be determined by an electronic system rank-order process. The ALSDE will review all reviewer scores and comments to address any outstanding issues or concerns. Revisions such as a reduction of funding or denial of non-allowable expenses may result.

Phase Four – ALSDE Post – Reader Review Assessment

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

Phase Five – Notification of Awards

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

Measures Of Effectiveness

Each eligible applicant receiving an award must use the 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 – Needs Assessment**

Applicants must conduct a needs assessment based on a thorough analysis of objective data about 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 – Goals and Measurable Objectives**

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 – Evidence-Based Research**

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 – Periodic Evaluation**

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.

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

Government Performance and Results Act (GPRA)

All 21st CCLC programs report on a set *Government Performance and Results Act* (GPRA) indicators about the impact of the program on communities per the federal government as follows:

1. Academic Achievement

- a. Percentage of students in Grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
- b. Percentage of students in Grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.

2. Grade Point Average

Percentage of students in Grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

3. School Day Attendance

Percentage of youth in Grades 1–12 participating in 21st CCLC during the school year and summer who had a school-day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

4. Behavior

Percentage of students Grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

5. Student Engagement in Learning

Percentage of students in Grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

All funded programs will be required to annually report on these indicators to the federal government. It is critically important that school districts understand the responsibility to share this data with the grant-funded program directors and to include data-sharing agreements in the partnership agreements with their partners. Non-LEA subgrantees rely on the cooperation of school districts to provide the necessary data required for them to be in compliance with the federal statute and risk the loss of funding if they are unable to report the required data to the federal government.

Competitive Priority

Priority points will be awarded to the qualifying score of an applicant that provides services as designated below. There are 5 Competitive Priority Point areas. Each of the competitive priorities is worth 3 points for a total of 15 possible 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 191 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.

PRIORITY 1 - Joint Co-Applicant

A **Joint Co-Applicant** is defined as an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by significant involvement during the post-award program delivery of grant-related services. Although the support may come in monetary form, to be considered a co-applicant, the organization must play 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*). 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.

PRIORITY 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.

PRIORITY 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.

PRIORITY 4 – Counties Without Current 21st CCLC Programs

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

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

PRIORITY 5 - Schools in Improvement

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

- **Comprehensive Support and Improvement School (CSI)** - As required by ESSA, the bottom 5 percent of schools in student performance are identified as CSI schools.
- **Targeted Support and Improvement Schools (TSI)** - A school can be identified as TSI if one or more of its student subgroups performs.
- **Additional Targeted Support and Improvement (ATSI)** - methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA.

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

Program Design

The purpose of 21st CCLC grants is to fund quality out-of-school programs that provide opportunities for academic enrichment and tutorial services to help students meet state academic standards.

Other programs, activities and services that can be offered include youth development activities, service learning, nutrition and health education, drug and violence prevention, counseling, arts, music, physical fitness and wellness, technology education, financial literacy, environmental literacy, mathematics, science, career and technical programs, entrepreneurship and internship or apprenticeship programs. All activities should reinforce and complement the regular academic program of participating students.

Programs are also required to offer families of students served by community learning centers opportunities for active and meaningful engagement in their student's education, including opportunities for literacy and related education development.

Renewability

Every Student Succeeds Act (ESSA) authorizes State Education Agencies (SEAs) to renew projects awarded under the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program to eligible entities based on the eligible entity's performance during the preceding subgrant period.

Renewability projects are designed to decrease the likelihood of disruption of services to families. It also provides families time to transition to other out-of-school time programs as 21st CCLC funding ends. For the 2022-23 project year, this disruption would be magnified due to the impact of potentially exacerbated learning gaps. These projects can also be awarded to extend projects during the year. Disruptions would be magnified due to the impact of potentially exacerbated learning gaps. These projects can also be awarded to extend projects during years in which the Alabama State Department of Education does not offer a 21st CCLC competition.

Subrecipients that receive a renewed grant period are required to submit an application for the extended funding periods. The scope of work of the project should not change drastically during the extended funding period.

Renewability after year 3 will be assessed through a renewal application process. Projects that did not have satisfactory performance during the previous project period are not eligible for renewal. Program sites that are currently funded under another 21st CCLC project are not eligible for funding under renewability. Renewability is subject to the availability of funds from the United States Department of Education (USDOE).

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.

Authorized Activities for Community Learning Centers

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:

- Academic enrichment learning program.
- Mentoring programs.
- Remedial education activities.
- Tutoring services.
- Well-rounded education activities including such activities that enable students to be eligible for credit recovery or attainment.
- Literacy education programs including financial literacy and environmental literacy programs.
- Programs that support a healthy and active lifestyle including nutritional education regular, structured physical activity programs.
- Services for individuals with disabilities.
- Afterschool activities for students who are English Learners that emphasize language skills and academic achievement.
- Cultural programs.
- Telecommunications and technology education programs.
- Expanded library service hours.
- Parenting skills programs that 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.
- Programs that build skills in science, technology, engineering, and mathematics (STEM) including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching method.
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the *Carl D. Perkins Career and Technical Education Act of 2006* and the *Workforce Innovation and Opportunity Act*.

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>

Application Components

The 21st Century Community Learning Center grant application is comprised of two collaborative components. Section I is the online eGAP application which contains 19 sections of brief narrative. Section II are the related documents which provide support and/or documentation for components of Section I.

Section 1 - eGAP Components

eGAP Components 1 Through 4

Needs Assessment Checklist - eGAP Component 1

Complete the following information pertaining to the school(s) which you are proposing to serve. Non-LEAs will need to complete this information in collaboration with the school(s) that the organization is proposing to serve. Please see operational requirements outlined on page 20 under Component 12.

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

Needs Assessment Narrative - eGAP Component 2

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

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

- 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
- Other demographic data
- 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

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.***

School(s) And School District - eGAP Component 3

(Limited to 5,000 characters, including spaces)

In this portion of the application, applicants must list all the grade levels at the school and those grade levels being served by the program. If serving multiple sites, please list schools and all grade levels for each site. Additionally, include 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 the grade levels the program will be serving.

Goals, Measurable Objectives, and Strategies - eGAP Component 4

(Limited to 5,000 characters, including spaces)

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

- Provide academic enrichment and remediation to meet challenging **state academic standards**.
- Increase attendance for the regular school day.
- Increase parent and family engagement.
- Improve student behavior throughout the regular school day.
- Implement Science, Technology, Engineering, and Math (STEM) Activities
- Provide service-learning opportunities.

All goals and 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 – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imebound (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, this should not monopolize the entire time.

eGAP Components 5 Through 9

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

Challenging State Academic Standards - eGAP Component 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 for third nine-weeks," and "daily during summer session").
- Types of services and activities offered by grantees will vary from site to site but must include components that focus on core academic subjects to allow students to improve educational achievement.
- Programs with English Learners (EL) must emphasize language skills and academic achievement.
- 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 + Evidence-Based Curriculum + Goals and Objectives = Projected Outcomes

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

Nutrition And Health - eGAP Component 6

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 for third nine-weeks,” and “daily during summer session”).

Parent And Family Engagement - eGAP Component 7

- 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 may 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 for third nine-weeks,” and “daily during summer session”).
- Programs must have a Fall and Spring parent/family/guardian meeting.

- A required program orientation for families must be held at the beginning of each school year and before the summer program begins.
- Additionally, the program must host at least one family event per quarter.

Increases Student Behavior for the Regular School Day

- 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.

Service Learning - eGAP Component 8

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

At least one service-learning project is required per semester. An additional service-learning project should be conducted for programs operating during the summer. Using the five main components 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

- a. Identify and research a community need
- b. Identify and research community assets or community partners

2. Preparation

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

3. Action

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

4. Reflection

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

5. Demonstration and Celebration

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

Summer Programs (if applicable) - eGAP Component 9

(Limited to 5,000 typed characters)

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

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: Summer budget should be completed in eGAP.***

******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.
- Field trips are not allowed during regular school hours.
- 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.
- Field trips should also be connected to one of your program goals.
- Field trip fees cannot be collected from students to offset field trip expenses.
- Ask yourself is it reasonable and necessary.

eGAP Components 10 – 12 — Capacity to Implement

Student Safety - eGAP Component 10

(Limited to 5,000 typed characters)

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

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

- If the program site is housed in an eligible school or LEA-owned facility, the applicant must provide proof that the program is in compliance with the comprehensive school safety plan. **The 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.*)
- If the program is operated in a facility **other than** an eligible school, LEA, or public access facility, Department of Human Resources (DHR) licensure is required – *except for faith-based organizations.*

Though DHR does not require licensure for faith-based organizations (FBOs) for the purpose of the effective administration of the 21st CCLC Grant – it is *highly* recommended that such organizations pursue the accountability and organizational effectiveness afforded by the licensing process. DHR guidelines and forms are available from its website.

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

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

Procedures for the secure drop-off/pick-up and sign-in/sign-out of students must be addressed and well documented. This plan must ensure that children who are expected to be present on any given day are actually present and accounted for with subsequent notification to parents (or designated other) for those not in attendance.

Please Note: Grantees must always have access to reliable phone services in the case of an emergency.

Transportation - eGAP Component 11

(Limited to 5,000 typed characters)

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, 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.
- The departure time to transport students' home is not included in the hours of operation. Example: Hours of operation time is 3:15 p.m. – 5 p.m., students should be dismissed at 5 p.m. to get on the bus.

Operations - eGAP Component 12

(Limited to 5,000 typed characters)

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. New grantees should start program operation October 1, 2022. **For subsequent years, the program should operate from the first day of school to the last day of school. When determining hours of operation, consideration should be given to working parents.** Applicants must specify the beginning of their school year and address offering a summer program and address its duration, if applicable.
- **Applicants must list the expected timeline for program activities for the academic year of October 1, 2022–September 30, 2023. 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.
- ***No student activities are allowed during regular school hours.***

- **Minimal administrative hours may be scheduled outside the normal program's operating hours.** Time claimed as “hours worked” for other employees paid by 21st CCLC funds should be mainly during the days and hours the center is open for operation. **An employee can work one hour before students arrive and/or one hour after the students are dismissed from the program.** If there is a reason time is extended beyond the approved arrival and dismissal time, permission should be given.
- All 21st CCLC staff, including program directors and site coordinators, must submit documentation of time worked during non-programming hours for any time worked outside of regular program hours. This documentation should be submitted monthly with the timesheet of any staff claiming time outside of program hours.
- **The details provided should match the amount of time claimed. Failure to provide timely and complete documentation will result in non-reimbursement.**
- Methods for the initial identification and approval of enrolling students and their ongoing participation must be established. Community learning centers must implement controls for acceptable student behavior during out-of-school time. Students 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:
 - <https://www.alabamaachieves.org/child-nutrition-programs/>
- After school programs can access funds from the U.S. Department of Agriculture (USDA) Food and Nutrition Service through the Child and Adult Care Food Program (CACFP), National School Lunch Program (NSLP), and/or Summer Food Service Program (SFSP) www.breakforaplate.com. These federal funds are available to reimburse schools and non-profit organizations for nutritious snacks and meals served to children and youth in after-school/summer programs. Accessing these funds depends on the economic characteristics of the community being served. Eligibility to access funds is often linked to the 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, non-LEAs must provide additional documentation as outlined in the Applicant-Specific stipulations portion of the RFA. (Please refer to the list of additional required documents that must be uploaded to the “Related Documents” page of the eGAP system.)**

eGAP Components 13-17

Staffing Qualifications and Professional Development - eGAP Component 13

(Limited To 5,000 Typed Characters)

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

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

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

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 the director of the program(s) and at least one leadership representative from each site or the site coordinator and lead teacher to attend the ALSDE 21st CCLC trainings, the annual *Alabama Community Education Association (ACEA)* Conference, and Regional Trainings offered by the *Alabama Department of Public Health-Healthy Wellness Initiative* to be held during the life of the grant as long as partnerships are in place with the 21st CCLC program.
- 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 Best Out of School Time (BOOST) and the National Afterschool Alliance. To attend additional conferences, applicants must attend the professional development offered by the 21st CCLC team, Alabama Community Education Association (ACEA), and Alabama Department of Public Health (ADPH).

Possible staff positions are listed below. Please note that many times a program coordinator or a 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 a 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 Non-LEAs, this could be a chief executive officer or an organization director. **This is a part time position unless staff is directing multiple 21st CCLC sites.**

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.

Site Coordinator ** (Administrative Position)

A center or Site Coordinator must be identified for each proposed center/site and cannot be shared between center/sites. This person will be responsible for the daily operation, coordination, and delivery of services at their respective program centers. For one-center programs, or multiple centers the Program Director and the Site Coordinator cannot be the same individual.

EZ Reports ** (Administrative Position)

The ALSDE uses EZ Reports to collect the required data from all grantees. 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.*

Bookkeeper / CSFO (Administrative Position)

21st CCLC sites require staff responsible for bookkeeping, supply order and other business related and administrative tasks.

Lead Teacher (Non-Administrative Position)

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

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)

Responsible for primary delivery of instruction.

Assistant Teacher

(Non-Administrative Position)

Assist with primary delivery of instruction.

Student Assistant

(Non-Administrative Position)

High School and College Students working directly with students only.

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 and must have a current background check.

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 teacher-student 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.

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

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

Program Management and Indirect Costs - eGAP Component 14

(Limited to 5,000 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
 - Data Entry Position in 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% 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. Contracted administrative services are included in the 20% limit.**

****Please note: Administrative and Indirect Costs is taken from the original award amount and cannot be increased once Carryover is added.**

*****Indirect Costs are calculated on actual expenditures using the Restricted Indirect Costs rate.**

Indirect Costs

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

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

Integration Into the Schools Continuous Improvement Plan (CIP)

- eGAP Component 15

(Limited to 5,000 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 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.

- 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. The 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*.
 - **Academic** – The 21st CCLC is a supplementary program to enhance an LEAs ongoing effort to improve students' academic achievement and overall development. Programmatic goals should align with the academic goals of the feeder school(s) to ensure continuity.
 - **Financial** – Collaborative agreements with existing local, state, and federal programs, including Title I and Title IV, Part A, should be developed and documented.
- Ongoing local support – 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.

Partnership Commitment - eGAP Component 16

Stakeholder Involvement/Collaboration

(Limited to 5,000 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 non-LEA 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 (TA) and the ALSDE.*
- Examples of expected collaborative partnerships may be found in the *Glossary of Terms, Definitions, and Acronyms*.
- Programs may subcontract 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. Subcontracts 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, is 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 always have a list of names and agencies/organizations represented on this Advisory Council available.
- The group **must meet at least once every six months** and appropriate documentation of meetings should be maintained (invitation/announcement sign-in sheets, agenda, and minutes). *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.*

All applicants must have a 21st CCLC Advisory Board that meets at least twice per year. List the title of the proposed board members and the goals of the meetings.

Program Communication - eGAP Component 17

(Limited to 5,000 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 stake holders.

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

- Student Needs
- Academic Progression (projects, assignments, and activities)
- Attendance
- Behavior
- Parent/Family/Home

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 when attendance fluctuates due to the student participating in extracurricular and/or other activities.

eGAP Components 18-20

Budget/Allocation of Resources - eGAP Component 18

(Limited to 5,000 typed characters)

Narrative

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

- How the total costs indicated on the eGAP *Budget* page 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 and 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.

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

- Administration
- Salaries and Benefits
- Indirect Costs
- Field trip
- Transportation costs
- Medical necessities
- Instructional materials
- Sub-contracts (rates, total hours, total amount)
- Consumables
- Equipment

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.*)

Contracted Services / Other Purchased Services

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

- *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 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 employed:

- Adherence to federal and state statutes and regulations as they pertain to the 21st Century Community Learning Centers of Alabama.
- Provide full contact information for all parties involved with the Contract/MOU.
- A complete explanation of services to be rendered.
- Dates and the expected timeline of that which is given and/or received.
- Compensation rendered and the specific expectations of both parties regarding payment.
- Conditions regarding the termination of any Contract/MOU or agreement must be clearly defined..
- Signed agreement by duly appointed leadership representation between both parties.
- To ensure fiscal responsibility and accountability, once awarded funding, a grantee must commit to the following:
 1. Documentation regarding the justification and rationalization for the establishment of a Contract/MOU and the understood standard or expectation of deliverables.
 2. The percentage (%) allocated to the contract must **not** be disproportionate to the overall grant award and must be commensurate with the services/goods rendered.
 3. The ALSDE or assigned TA will confirm compliance that the ability to substantiate and confirm the projected outcomes of the Contract/MOU with quantifiable and demonstrable means.

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

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.

Summer Expenditures

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

Allowable and Non-Allowable Expenses

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

Please see the sample listing below of allowable expenses. Note that **this is not an exhaustive, all-inclusive list.**

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

https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl.

Budgetary Allowance Reminders

Allocations to these components may not exceed the following:

- 20% Administration and Indirect Costs Combined
- 25% Transportation Allowance (*Must include drivers' salaries, benefits, fuel expenses, etc.*)
- 10% Technology Allowance (Maximum of 10% years 1 and 2, 0% year 3)
- 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>

Sustainability - eGAP Component 19

(Limited to 5,000 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. 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.*

****Money cannot be generated/collected for program sustainability.***

Program Evaluation - eGAP Component 20

(Limited to 5,000 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 is a part-time retired state employee 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*.

- 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. The external evaluator must be an individual, agency, organization, etc., with no vested interest in the 21st CCLC program. Excluded from external evaluation are family members of applicants and/or family members of partners, employees of applicants, and/or employees of applicant's partners. The external evaluator must be selected prior to applying and his/her name must be included in component 20, 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 suggestions for program improvement. Awarded grantees should present the evaluation report at a School Board Meeting and/or the Advisory Meeting.
 - External evaluators may not write and/or develop any part of the 21st CCLC grant application other than the evaluation component.
- The purpose for the external evaluator is to access the grantees data of the SMART goals, improve the program's success, ensure compliance, improve technical assistance, and professional development. Applicants must provide a description of their evaluation plan that includes the tools that will be used for assessing progress on the stated goals and objectives. Included should be a description explaining how the results of the evaluation will be used to refine performance measures, improve, and strengthen the program, and how to disseminate information to the stakeholders.
- Once awarded funding, all grantees will be required to input their data into the statewide EZ Reports data collection system. There is an annual fee of \$900.00 per site that should be included in the line-item budget. Local program evaluation funds will be used to ensure 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. If the payment is not received by the deadline, the account will be deactivated until payment is received by EZ Reports.

*****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 schoolteacher surveys, portfolios or anecdotal information, and safety data.***

Section II - Related Documents

Complete forms 1-8. Although Form 1 is not mandatory, it would be appreciated if you completed the form. Forms 2-8 must be completed in their entirety and uploaded to eGAP related documents. The following information provides pertinent information for each form:

Form 1 - Letter of Intent to Apply

It is recommended that each applicant submit the Letter Intent to Apply (Form 1) to the ALSDE by **Friday, May 20, 2022. *The completed form should be submitted by email to 21stcclcgrant@ALSDE.edu.***

Form 2 - Cover Page

The application must have the appropriate Cover Page with all pertinent signatures. Deviations and variations will not be permissible.

Form 3 - Assurances and Certifications

Applicants must demonstrate a deliberate and strategic plan of involving local LEA leadership by contacting and engaging in multiple conversations with the superintendent and each applicable principal of the eligible school(s) to be served.

Form 4 - Partnership Agreement

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

Form 5 - Joint Co Applicant Contract/Memorandum of Understanding

(REQUIRED FOR NON-LEAs)

A Joint Co-Applicant is defined as an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by significant involvement during the post-award program delivery. A **Joint Co-Applicants** submission demonstrate collaboration outlined in the application must include detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation. (*i.e., Narrative, Project Design, Services, Management, Assessment, etc.*) grant-related services.

Form 6 - Superintendent and Principal Certification Forms

This form must be completed by the principal of any school being served by the 21st CCLC grant and the superintendent of the LEA. 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.

Form 7 - Administrative Worksheets

Use this worksheet to calculate Administrative Costs and transfer the amounts to the Budget page in abiding by the eGAP - 20% Administrative Costs limit.

Form 8 – Timeline

List the expected timeline and details of program activities for the academic year of October 1, 2022, through September 30, 2023. This should include training, family engagement activities, service projects and field trips.

Documentation must 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 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)*. (Form 6)

Section III - Required Documents

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

- Copy of notarized business license or formal Certificate of Existence from the Office of the Secretary of State, State of Alabama.
- Copies of incorporation papers for a 501(c)(3) or other entities (Limited Liability Corporation, Limited Liability Partnership).
- Copy of the applicant program's organizational chart.
- Safety Documentation (Building and Fire Inspection, ADA Compliance, etc.).
- An Unqualified Opinion for the company's annual financial statement audit that has been completed within the last two years.

Grant Finance

Applicant Specific Stipulations

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

School systems, schools, state-supported higher education institutions, and other state agencies are exempt from documenting financial soundness. 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 listed 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 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 <https://www.alabamaachieves.org/lea-accounting/>). 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.

Appendices



Appendix A - Glossary of Terms, Definitions, and Acronyms

Alabama 21st Century Community Learning Centers Glossary of Terms, Definitions, and Acronyms

Term / Acronym	Definition / Description
21st Century Community Learning Center (21st CCLC)	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.
Alabama State Department of Education (ALSDE)	ALSDE is the state agency responsible for administering the 21st CCLC grant. The 21st CCLC funding is administered through the federal programs division of the ALSDE.
Budget Chart	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.
Budget Revision	When spending needs change from a previously approved budget, the budget form must be revised, and the ALSDE must approve before the added spending occurs.
CNP	In the United States, the Child Nutrition Programs are a grouping of programs funded by the federal government to support meal and milk service programs for children in schools, residential and day care facilities, family and group day care homes, and summer day camps, and for low-income pregnant and postpartum women, infants, and children under age 5 in local WIC clinics.
Co-Applicant	A Co-Applicant is an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by significant involvement during the post-award program delivery of grant related services. This collaboration is <u>not</u> merely a partnership through contracted provided services.
CBO	Community-based Organization is a public or private nonprofit organization of demonstrated effectiveness that: (1) is representative of a community or significant segments of a community; and (2) provides educational or related services to individuals in the community.
Contract	Contract is defined as any legally binding agreement voluntarily entered by one or more parties that places an obligation on each party to do or not do something for one or more of the other parties and that gives each party the right to demand the performance of whatever is promised to them by the other parties.
CIP	Continuous Improvement Plan is an ongoing effort to improve operational practices and processes related to efficiency, effectiveness, and student outcomes.
EDGAR	Education Department of General Administrative Regulations are the federal regulations that govern all federal grants awarded by the U.S. Department of Education on or after December 26, 2014, to local districts (LEAs) and charters including state-administered programs. Governs implantation and compliance of all federal grants.

ESEA – Now ESSA	<i>Elementary Secondary Education Act (ESEA)</i> was first enacted in 1965 and was most reauthorized as the <i>No Child Left Behind Act of 2001 (NCLB)</i> – 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.
External Evaluator	An external evaluator is an individual, agency, organization, etc., that is used to conduct an evaluation of the program.
FBO	Faith-Based Organization is a religious organization that is or applies to be a contractor to provide goods or services for programs funded by the block grant.
Feeder School	Any public or private school that provides students to the 21st CCLC center.
Grantee Profile	A portion of Profile and Performance Information Collection System (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.
Grant Period / Award Period / Project Period / Period of Availability	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. All services must occur during the period of availability.
LEA	Local Education Agency is a combination of school districts in grades K-12, having administrative control and direction of free public education within the state, or other entities as designated by the Board, and includes any entity with statewide responsibility for directly operating and maintaining facilities for providing public education.
Letter of Intent	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.
Memorandum of Understanding / Agreement (MOU/MOA)	A Memorandum of Understanding/Agreement (MOU/MOA) will typically specify mutually accepted expectations between two or more people or organizations, as they labor together toward a common objective. Generally, they do not carry the binding weight of a contract.
Non-LEA	An entity other than a LEA that applies for a 21st CCLC grant. This may include non-profit agencies, community-based organizations (CBO), faith-based organizations (FBO), private school, college or university, regional education agency, library, health-based organization, museum, park/recreation, or for-profit agency.
OMB Circulars	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: https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Partnerships	<p>An individual or organization other than the grantee that actively contributes to the 21st CCLC-funded project.</p> <ul style="list-style-type: none"> ▪ Service provider agencies ▪ Community volunteer-based organizations ▪ Consumer/advocacy groups ▪ Professional associations ▪ Child Nutrition Program (CNP) ▪ Higher Education (Colleges, Universities) ▪ Businesses, Corporations, and Retailers ▪ Community leaders ▪ Cooperative Extension Services ▪ Financial Institutions ▪ Churches ▪ Police and Fire Departments, Public Works ▪ Hotels and Restaurants ▪ Parks and Recreations
Measures of Effectiveness	<p>The principles upon which all 21st CCLC programs must be built as identified and outlined in the reauthorized ESEA legislation, the <i>Every Student Succeeds Act</i> and Education Department of General Administrative Regulations (EDGAR).</p>
Program Activities (Examples)	<p>Academic Enrichment Learning Programs: Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student and impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.</p> <p>Academic Improvement/Remediation Programs: These activities specifically target students whose academic performance has been deemed to be in need of improvement given that the student is not performing at grade level, is failing, or is otherwise performing below average. Academic improvement programs are designed to address deficiencies in student academic performance. Activities in this category may involve tutoring, academic enrichment, or other forms of service delivery that specifically involve students identified as in need of academic improvement.</p> <p>Activities for Limited English Proficient Students: These activities specifically target students with limited English proficiency and are designed to further enhance students' ability to utilize the English language.</p> <p>Activities Targeting Adult Family Members: Activities targeting adult family members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill that is meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include GED classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, non-recurring, or special events are likely not to conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements.</p> <p>Career/Job Training: These activities may target either youth or adults participating in the 21st CCLC program and are designed to support the development of a defined skill set that is directly transferable to a specific vocation, industry, or career. For youth participating in center programming, activities that are designed to expose youth to various types of careers and which help inform youth of the skills needed to obtain a given career could also be considered in this activity category.</p>

<p>Program Activities (Examples) Continued</p>	<p>STEM: Science, Technology, Engineering, and Mathematics (STEM) programs inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice.</p> <p>Community Service/Service-Learning Programs: These activities are characterized by defined service tasks performed by students that address a given community need and that provide for structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youth.</p> <p>Drug and Violence Prevention, Counseling, and Character Education Programs: These health-enhancing activities are designed to prevent, intervene, or stop youth from engaging in high-risk behaviors including the use of drugs and alcohol or intentional/unintentional violence or injury. These activities also reduce risk-taking behaviors by teaching and assessing the essential health skills, promoting positive youth development, resiliency, social emotional learning, providing opportunities for counseling and support, and establishing a sense of connectedness by cultivating core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.</p> <p>Homework Help: Homework help refers to dedicated program time for students to work independently on homework, with or without assistance from staff, volunteers, or older peers.</p> <p>Tutoring: These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.</p> <p>Programs That Promote Parental Involvement and Family Literacy: These activities specifically target adult family members of youth participating in the 21st CCLC program and are designed to engage parents more actively in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.</p> <p>Recreational Activities: 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>The Arts: These activities may involve music (instrumental and vocal), artwork (any medium available in which the students may be interested), applied arts (computer graphics and interactive design), drama, theater, storytelling and storyboarding, dance, the inclusion of STEM activities as they are related to the arts, and other activities that inspire creativity, inspiration, and innovation.</p> <p>Youth Leadership Activities: These activities intentionally promote youth leadership through skill development and the provision of formal leadership opportunities that are designed to foster and inspire leadership aptitude in participating youth.</p>
<p>Regular Attendees</p>	<p>Students who have attended a 21st CCLC program for at least 30 days during the reporting period.</p>

Reporting Period	Profile and Performance Information Collection System (PPICS) - 21st CCLC reporting period – June 1 through May 31.
RFA	Request for Application is a type of solicitation notice in which an organization announces that grant funding is available.
Evidence-Based Research (EBR)	<p>In general, except as provided in subparagraph, the term “evidence-based,” when used with respect to a state, local educational agency, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect to improving student outcomes or other relevant outcomes based on the following:</p> <ul style="list-style-type: none"> ▪ strong evidence from at least one well-designed and well-implemented experimental study. ▪ moderate evidence from at least one well-designed and well-implemented quasi-experimental study. ▪ promising evidence from at least one well-designed and well-implemented correlational study with statistical controls or selection bias. ▪ demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to prove student outcomes or other relevant outcomes. ▪ includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
Site	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.
STEM	(S) cience (T) echnology (E) ngineering (M) ath
Subcontractor	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.
Sub-Grant Award	The portion of the total ALSDE award made available to individual applicants is called a sub-grant.
Sustainability Plan	The plan that each grantee must develop and incorporate into the RFA that will enable its 21st CCLC program to remain in place once the grant funding has ended.
TA	21st CCLC Technical Advisor who is retired educator that is hired to work part time with the ALSDE.
USDOE	United States Department of Education.

Appendix B - Complaint Procedures

ALABAMA STATE DEPARTMENT OF EDUCATION Office of Evaluation, Accountability, and Support 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 individuals first complete the complaint procedures established by the local education agency (LEA). This may involve contacting the local school district, expressing concerns to the appropriate board employee, and receiving information on how to proceed.

Authorization

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

I. Resolution Protocol

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

Step One: Procedures for Filing Written Complaints

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

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

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

Step Two: Transmitting the Complaint to the ALSDE

Complaints may be mailed to the following address:

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

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

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

II. Procedures for Handling a Complaint

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

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

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 to assist the ALSDE in making a determination of compliance or noncompliance.

D. Formal Communication:

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

E. On-Site Investigations:

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

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

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

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 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 Complaint against the ALSDE

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

Appendix C – Required Forms





Alabama State Department of Education Form 1

Office of Student Learning

Federal Programs Section

21st Century Community Learning Centers

Intent to Apply for Title IV, Part B, Funds

A Letter of Intent should be submitted for each grant application submitted.

The _____ local education agency (LEA) or _____ faith-based organization (FBO), community-based organization (CBO), institution of higher education (IHE), non-profit agency, city or county government, or for-profit corporation **intends to apply** for Title IV, Part B, funds for Fiscal Year 2023.

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

Email

Executive Officer's Signature (non-LEA)

Date (mm/dd/yyyy)

Superintendent's Signature (LEA)

Date (mm/dd/yyyy)

School's Administrator Signature
(The signature is from the school that will be served)

Date (mm/dd/yyyy)

Chief School Financial Officer/ Fiscal
Representative Signature
(The signature is from the school that will be served)

Date (mm/dd/yyyy)

- Filing of this notice is not mandatory; however, it will assist the ALSDE in anticipating the volume of proposals to better expedite the review process and finalize contract awards.
- Filing this notice in no way binds the organization to submit a proposal for this RFA.
- Applicants who do not file this notice are still eligible to submit a proposal.

Please submit this notice by mail or email as soon as possible after receipt of the RFA, but not later than, May 20, 2022, to:

Please mail or email to:

Ms. Annette Scogin, Education Administrator

Alabama State Department of Education

Federal Programs Section

Gordon Persons Building, Room 5348

Post Office Box 302101

Montgomery, AL 36130-2101

21stcelcgrant@ALSDE.edu



Alabama State Department of Education

Form 2

Office of Student Learning/Federal Programs Section
21st Century Community Learning Centers
Elementary and Secondary Education Act
Title IV, Part B
FY 2023 Application Cover Page

Applicant Name of Fiscal Agent _____
Requested Amount _____
Schools to Be Served _____

Priority Points Claimed:

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

For LEA Applicants Only: *Name of Cost Center*

(For grants serving more than one school, enter the selected primary school served as the cost center.)

Cost Center Code _____

Signature of Designated Project Manager _____

Typed Name of Project Manager _____

Date

Contact Phone Number and Email Address

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:

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.

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/non-LEA application for funds.

This application will serve as the basis for local operation and administration of program(s) under ESEA.

The applicant communicates and enforces rules and regulations of student and employee conduct, related illicit drug use, and unlawful possession and distribution of these drugs. The applicant further clearly communicates sanctions for both students and employees and provides information about available resources for those in need of such information.

Procedures are developed for 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

or

Signature of non-LEA/Agency CEO

Date



Alabama 21st Century Community Learning Centers

Form 4

Partnership Agreement

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

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

MEMORANDUM OF AGREEMENT (SAMPLE)

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

_____ **(Name of Organization 1)** and _____ **(Name of Organization 2)**.

_____ **(Name of Organization 1)**, supported by 21st CLCC funds, has set the following goals for 202_ - 202_ for students in grade level(s):

1. _____
2. _____
3. _____

This agreement defines the partnership agreement and contributions and capabilities of

_____ **(Name of Organization 1)**, to advance goals 1-3 through the following:

- A. **(Examples of contributions and capabilities of the above-mentioned partner)** _____
- B. _____
- C. _____

_____ **Name of Organization 2)** agrees to provide the following capabilities and resources towards successful implementation of the project:

- A. _____
- B. _____
- C. _____

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

Accepted and Agreed:

By: _____

Date: _____

Title: _____ Organization: _____

By: _____

Date: _____

Title: _____ Organization: _____



Superintendent and Principal Support Certification Form

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, the Superintendent, and **each** principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the proposed project.

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

1. Maintain knowledge of state (ALSDE) and local LEAs 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data.
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 LEAs 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Champion the 21st CCLC program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school-day objectives.
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, email, 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 assurances.

Name of Superintendent

Original Signature

Date

Name of Principal(s)

Original Signature

Date



21st CCLC – Form 7

Alabama Department of Education
Federal Programs
Alabama 21st Century Community Learning Centers
Administrative Cost Worksheet for Fiscal Year 10/1/2022 - 9/30/2023

Applicant Agency

Site Location

Revision Date

Cohort

Total Grant Award		Administrative Cap		Program Administrative Cost	\$0.00
Administrative Personnel					
Object Code	Title/Position	Annual Salary	Benefits	Totals	
Organizational Code for CBO/FBO				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			<i>Total Salaries</i>	\$0.00	

Total Administrative Salaries from table
above:_____

Place this amount on the Budget Page in eGAP under General Administrative (6000-6999) Salaries (010-199).
Administrative salaries should be allocated under *General Administrative* in eGap and separated from other salary funding.

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

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.

Object Code	Item	Total
Organizational Code for CBO/FBO		
		<i>Total Indirect Costs</i> \$0.00



**Alabama Department of Education
Federal Programs
Alabama 21st Century Community Learning Centers
Program Timeline 10/1/2022 - 9/30/2023**

Applicant Agency

Site Location

New Application (Y or N)

Continuation Application (Y or N)

Timeline


Applicants must list the expected timeline for program activities for the academic year of October 1, 2022 - September 30, 2023. A comprehensive month-by-month timeline outlining the procedures to be followed during the grant year must be provided. It should include the following: Planning meetings, Advisory council appointments and meetings, hiring of staff, training, recruitment of students, meetings with school day staff, creating of materials, student and family engagement activities, evaluations, and assessments and summer school if applicable.

Month	Activities
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
July	

Appendix D - How to Determine a School's Poverty Percentage

1. Go to <https://egrant.alsde.edu/Default.aspx>.
2. You do not need a username or password to continue this process. Click Search.

The screenshot shows the e-GAP website interface. At the top is the Alabama Department of Education logo and name. Below that is a green banner with the e-GAP logo and a [Login] link. A left sidebar contains links: Home, Search, Document Library, Contact ALSDE, and Help. The main content area is titled 'Home' and says 'Welcome to eGap !'. It contains a login form with fields for 'Username:' and 'Password:', and a 'Login' button. Below the login form is a link: 'Forgotten your password? Want to reset your password? Click here.' At the bottom are two green buttons labeled 'ANNOUNCEMENTS' and 'REMINDERS'.

3. Enter the name of the school system and click Search.
4. Click on the  under Funding.
5. Under Entitlement Funding Application, click Consolidated.
6. Under Description, click on Building Eligibility page.
7. 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.

Appendix E – How will the application be scored

Application Rubric

Minimum standard criterion score requirement to be eligible for competitive priority points is 191. Total possible standard criterion score is 239.

Application Components	Points Awarded
#1 Needs Assessment Checklist All boxes must be completed	(0) All items (boxes) are not addressed. (5) All items (boxes) are completed. STANDARD CRITERION POINTS: 0/5
#2 Needs Assessment Narrative <i>The narrative provides detailed description of the process and data collected to identify the needs of students and families. Must address the following:</i> <ul style="list-style-type: none">• Identify services to students, parents, and families• Strategies for achieving projected goals	(0) There is no evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families and strategies for achieving the project goals. Nor did the needs assessment address the school and community and identified the needs of the students and their families. (10) There is weak evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families and strategies for achieving the project goals. Weak evidence that the needs assessment addresses the school and community and limited evidence that it identified the needs of the students and their families. (20) There is moderate evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families and strategies for achieving the project goals. Good evidence that the needs assessment addresses the school and community and moderate evidence that it identified the needs of the students and their families.

	<p>(30) There is clear and convincing evidence that the proposal's needs assessment was a comprehensive process that described the purpose and services to students, parents and families and strategies for achieving the project goals. Clear and convincing evidence that the needs assessment addresses the school and community and identified the needs of the students and their families.</p> <p>STANDARD CRITERION POINTS: 0/30</p>
<p>#3 School and School District(s)</p> <ul style="list-style-type: none"> • Grade levels served must be listed. • The school(s) to be served should be listed along with the appropriate school district. • The designated cost center school is named. (For LEAs only) • Location of services is addressed. • Description of steps taken to inform and involve school leadership in the grant application is described in detail. 	<p>(0) There is no evidence that all required components were addressed.</p> <p>(3) There is some evidence that all the required elements were addressed.</p> <p>(5) There is evidence that all the required elements were clearly and convincingly addressed and very detailed in the application.</p> <p>STANDARD CRITERION POINTS: 0/5</p>

<p style="text-align: center;">#4</p> <p style="text-align: center;">Goals and Measurable Objectives</p> <p><i>Goals with at least one measurable objective focusing on the following: (Include how it relates to the identified community need; impacts student success; implements academic, personal, and family enrichment)</i></p> <ul style="list-style-type: none"> • Provide academic enrichment to improve academic progress (Grade Point Average and Standardized Assessments). • Increase attendance for the regular school day. • Increase family involvement. • Improve daily behavior throughout the regular school day. • Implement Science, Technology, Engineering, Math (STEM) activities, as correlated to the regular school day. • Service Learning. 	<p style="text-align: center;">**Goals**</p> <p>(0) The applicant has provided no goals that address the identified community needs or those required in the grant (i.e., academic success in reading and math, increased attendance in regular school day, improved school day behavior, increased family involvement, and implementation of STEM activities, service learning).</p> <p>(5) The applicant has provided few goals but not all that address the identified community needs or those required in the grant (i.e., academic success in reading and math, increased attendance in regular school day, improved school day behavior, increased family involvement, and implementation of STEM activities, service learning).</p> <p>(10) The applicant has provided at least one goal for each of the required 6 elements that address the identified community needs or those required in the grant (i.e., academic success in reading and math, increased attendance in the regular school day, improved school day behavior, increased family involvement, and implementation of STEM activities, service learning).</p> <p style="text-align: center;">**Objectives**</p> <p><i>If the applicant fails to list objectives in a measurable, quantifiable manner - no points may be awarded.</i></p> <p>(0) There are no objectives associated with any of the identified goals.</p> <p>(5) There are objectives associated with all the identified goals, but they are not all written in measurable terms.</p> <p>(20) There are objectives associated with all the identified goals and they are all written in clearly defined measurable terms.</p> <p style="text-align: center;">STANDARD CRITERION POINTS: 0/30</p>
---	--

<p style="text-align: center;">#5</p> <p style="text-align: center;">Program Activities Challenging State Academic Standards</p> <ul style="list-style-type: none"> • Program Activities should be directly linked to the stated goals and objectives of the RFA, and methods of evaluation that confirm their effectiveness should be outlined. • Program Activities must be evidence-based and should impact the following: <ul style="list-style-type: none"> – Academic enrichment to improve academic progress – Reading – Mathematics – STEM learning 	<p>(0) There is no evidence that the applicant developed a comprehensive, detailed plan for activities that are directly linked to and positively impact the above stated priorities.</p> <p>(5) There is some evidence that the applicant developed a comprehensive, detailed plan for activities that are directly linked to and positively impact the above stated priorities.</p> <p>(10) There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan for activities that are directly linked to and positively impact the above stated priorities.</p> <p style="text-align: right;">STANDARD CRITERION POINTS: 0/10</p>
<p style="text-align: center;">#6</p> <p style="text-align: center;">Program Activities Nutrition and Health</p> <ul style="list-style-type: none"> • Program Activities should be clearly related to the stated goals and objectives of the RFA. • Program Activities should impact the following goals and objectives: <ul style="list-style-type: none"> – Healthy lifestyles/Obesity – Nutrition and Health Education – Physical Fitness and Wellness – Arts 	<p>(0) There is no evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.</p> <p>(5) There is some evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.</p> <p>(10) There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.</p> <p style="text-align: right;">STANDARD CRITERION POINTS: 0/10</p>

<p style="text-align: center;">#7</p> <p style="text-align: center;">Program Activities Parent and Family Engagement</p> <ul style="list-style-type: none"> • Program Activities should be clearly related to the stated goals and objectives of the RFA. • Program Activities should impact the following goals and objectives: <ul style="list-style-type: none"> – Student and Family Literacy – Financial Literacy – Career Readiness and Technical Education – Parenting Skills – Family Engagement 	<p>(0) There is no evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.</p> <p>(5) There is some evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.</p> <p>(10) There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan for activities that are directly related to and positively impact the above stated priorities.</p> <p style="text-align: center;">STANDARD CRITERION POINTS: 0/10</p>
<p style="text-align: center;">#8</p> <p style="text-align: center;">Program Activities Service Learning</p> <ul style="list-style-type: none"> • Program Activities should be clearly related to the stated goals and objectives of the RFA. • Service-Learning activities must adhere to the 5 components of an effective Service-Learning Project. <ul style="list-style-type: none"> – Investigation – Preparation – Action – Reflection – Demonstration/Celebration 	<p>(0) There is no evidence that the applicant developed a comprehensive, detailed plan which included the 5 service-learning components above.</p> <p>(5) There is some evidence that the applicant developed a comprehensive, detailed plan for activities which included the 5 service-learning components above.</p> <p>(10) There is clear and convincing evidence that the applicant developed a comprehensive, detailed plan which included all 5 service-learning components above.</p> <p style="text-align: center;">STANDARD CRITERION POINTS: 0/10</p>

<p style="text-align: center;">#9</p> <p style="text-align: center;">Program Activities Summer Program</p> <ul style="list-style-type: none"> • Summer Programming is not required. If applicants are applying for competitive points for their summer program, they must address their proposed summer program in this section. The additional competitive points will be added at the end of the scoring rubric. In detail, describe operations addressed during the summer program to include: <ul style="list-style-type: none"> – Enrollment procedures outlined – Behavior policies and standards detailed – Weeks, days, and hours of operations outlined – Nutritious snacks to be served and the Child Nutrition Program is involved – Program Activities are scheduled – Comprehensive timeline – Background checks for all staff – Weather, fire, intruder, and emergencies procedures – Procedures for secure drop off/pick-up – Parent Notification regarding attendance – Health Plans / Administration of Medication 	<p>(0) The applicant is not applying to serve students during the summer or is serving them less than 5 weeks.</p> <p>(0) The applicant is proposing to serve students for a minimum of 5 weeks/20 hours per week. (If this option is selected, make sure that it is also selected in the Additional Competitive Points section.)</p> <p style="text-align: right;">COMPETITIVE PRIORITY POINTS ONLY: 0/3</p>
<p style="text-align: center;">#10</p> <p style="text-align: center;">Capacity to Implement: Student Safety</p> <ul style="list-style-type: none"> • Detailed Safety Plans that should include the following: <ul style="list-style-type: none"> – Student supervision at all times 	<p>(0) There is no evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in the RFA.</p> <p>(4) There is some evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in the RFA.</p> <p>(8) There is strong and clear evidence that the applicant developed a comprehensive, detailed safety plan to encompass all components as outlined in the RFA.</p> <p style="text-align: right;">STANDARD CRITERION POINTS: 0/8</p>

<p style="text-align: center;">#11</p> <p>Capacity to Implement: Transportation</p> <ul style="list-style-type: none"> • Capacity to Implement: Transportation • Transportation Issues must be addressed in detail and should include: <ul style="list-style-type: none"> – Getting to and from the CLC – Bus safety training – Field trip information – Drivers used – Types of vehicles used – Aligned budgetary information 	<p>(0) There is no evidence that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the RFA.</p> <p>(4) There is some evidence that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the RFA.</p> <p>(8) There is strong and clear evidence that the applicant developed a comprehensive, detailed plan for transportation to encompass all components as outlined in the RFA.</p> <p style="text-align: center;">STANDARD CRITERION POINTS: 0/8</p>
<p style="text-align: center;">#12</p> <p>Capacity to Implement: Operations</p> <ul style="list-style-type: none"> • Operations address the School Day Program: <ul style="list-style-type: none"> – Enrollment procedures outlined – Weeks, days, and hours of operation – Behavior standards and policies detailed – Nutritious snacks must be served, and the State Child Nutrition Program should be involved. – Program Activities are scheduled only during out-of-school hours – Plans regarding summer school, vacations, school breaks, etc. 	<p>(0) The applicant has provided no documentation to support the required components that substantiate effective daily operations.</p> <p>(4) The applicant has provided some documentation to support the required components that substantiate effective daily operations.</p> <p>(8) The applicant has provided strong and clear documentation to support the required components that substantiate effective daily operations.</p> <p style="text-align: center;">STANDARD CRITERION POINTS: 0/8</p>

<p style="text-align: center;">#13</p> <p style="text-align: center;">Staffing Qualifications and Professional Development</p> <ul style="list-style-type: none"> • Detailed descriptions of all staffing positions should be provided, and the number of individuals in each Program Directors/Site-Coordinators, Teachers/Instructors, Instructional Aides, and Bookkeepers, compensated with 21st CCLC funds. • Qualifications, roles, and responsibilities must be included (Job Descriptions). • Projected Pupil/Teacher ratio must be addressed. • Detailed description of the qualifications that volunteers should possess and how they will be utilized to support the program. • A detailed Professional Development Plan for all staff members which includes supervisors, teachers, aides, and volunteers must be presented. This should include how who, what, when, and where. • All required ALSDE trainings should be included in the description. (i.e., Grantee Fall Training, the annual Alabama Community Education Association Conference). 	<p>(0) The applicant has provided no documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended pupil/teacher ratio nor has the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel.</p> <p>(3) The applicant has provided weak documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended pupil/teacher ratio or weak evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel.</p> <p>(7) The applicant has provided some documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended pupil/teacher ratio and some evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel.</p> <p>(11) The applicant has provided substantial documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended pupil/teacher ratio and evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel.</p> <p>(15) The applicant has provided strong and clear documentation to support the required components that substantiate the adequate qualified staffing of the program with the recommended pupil/teacher ratio and clear and convincing evidence that the applicant developed a comprehensive, detailed plan to meet the professional development needs of all staff and personnel.</p> <p style="text-align: center;">STANDARD CRITERION POINTS: 0/15</p>
--	--

<p style="text-align: center;">#14 Program Management</p> <ul style="list-style-type: none"> • A detailed description of supervisory management staff with corresponding job descriptions, hours worked, and location of services must be provided. • All supervising staffing outlined must be directly correlated to budgetary allocations and remain within the administrative allowance of 20%. 	<p>(0) The applicant has provided no documentation to support the effective management and administration of the program.</p> <p>(3) The applicant has provided weak documentation to support the effective management and administration of the program.</p> <p>(5) The applicant has provided some documentation to support the effective management and administration of the program.</p> <p>(8) The applicant has provided substantial documentation to support the effective management and administration of the program.</p> <p>(10) The applicant has provided strong and convincing documentation to support the effective management and administration of the program.</p> <p style="text-align: center;">STANDARD CRITERION POINTS: 0/10</p>
<p style="text-align: center;">#15 Integration into the School(s) Continuous Improvement Plan (CIP)</p> <ul style="list-style-type: none"> • Potential impact program would have on CIP clearly defined joint planning. • Local board of education and central office support must be addressed with signed agreements. (Forms 2, 3, and 6) 	<p>(0) The applicant has provided no documentation to support the active collaboration and coordination with the LEAs Continuous Improvement Plan.</p> <p>(2) The applicant has provided weak documentation to support the active collaboration and coordination with the LEAs Continuous Improvement Plan.</p> <p>(3) The applicant has provided some documentation to support the active collaboration and coordination with the LEAs Continuous Improvement Plan.</p> <p>(4) The applicant has provided substantial documentation to support the active collaboration and coordination with the LEAs Continuous Improvement Plan.</p> <p>(5) The applicant has provided clear and convincing documentation to support the active collaboration and coordination with the LEAs Continuous Improvement Plan.</p> <p style="text-align: center;">STANDARD CRITERION POINTS: 0/5</p>

<p style="text-align: center;">#16 Community Partnership</p> <ul style="list-style-type: none"> • A narrative detailed description of the commitments for each partnership developed that includes some of the following – the partners' roles, responsibilities, and degree of involvement must be submitted. • Agreements addressed. Names of contact persons and phone numbers included. (Form 4) • Are there a variety of partnerships being developed? (If geographically possible) • Advisory Council procedures addressed (Establishment, Schedule, Agreements, membership composition, etc.) <p>Note: The Joint/Co-Applicant Proposal description should not be addressed here.</p>	<p>(0) The applicant has not provided a detailed description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.</p> <p>(4) The applicant has provided a weak description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements.</p> <p>(8) The applicant has provided a substantial description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements. A description of the Advisory Council is included.</p> <p>(10) The applicant has provided a strong and convincing description of all community partners involved in the support of the program and/or those entities which will provide applicable services with signed agreements. A detailed description of the Advisory Council is included.</p> <p>STANDARD CRITERION POINTS: 0/10</p>
<p style="text-align: center;">#17 Program Communication</p> <ul style="list-style-type: none"> • An inclusive plan of ongoing communication must be submitted addressing the following constituents and stakeholders: <ul style="list-style-type: none"> – Program staff – Volunteers – Teachers – Students – Parents – Community members • A strategy for the recruitment of students must be addressed. 	<p>(0) The applicant has not provided a thorough and comprehensive communication plan to address all program constituents and stakeholders.</p> <p>(5) The applicant addresses only 2 of the 5 constituents (program staff, volunteers, teachers, students, parents, and community members).</p> <p>(10) The applicant has provided a comprehensive communication plan that entails the recruitment of students to address all program constituents and stakeholders.</p> <p>STANDARD CRITERION POINTS: 0/10</p>

<p style="text-align: center;">#18 Budget/Allocation of Resources</p> <ul style="list-style-type: none"> • All components of the budget must align with stated goals and objectives. • All costs must be reasonable, customary, necessary, and defensible. • A clear and detailed description for each budget line item must be provided. • All Administrative and Indirect Costs must remain within the state mandated 20% allocation. (Please refer to RFA stipulations regarding administration allowances.) • 10% Technology Allowance (maximum of 10% Years 1 and 2, 0% Year 3). • Transportation cost must not exceed 25%. • Professional Development cost must not exceed 5% of the grant award requested. • External Evaluator must not exceed 3% of the grant award requested. • Purchased Services/Contracted Services (Please refer to the contracts section of the RFA to ensure compliance.) • All items addressed in the budget narrative must correspond and be directly correlated to the required link. 	<p>(0) The applicant has not provided a comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary form.</p> <p>(5) The applicant has provided a weak budget overview with minimal detail.</p> <p>(15) The applicant has provided some budgetary overview which includes some allocations and expenditures.</p> <p>(20) The applicant has provided a moderately comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary item.</p> <p>(25) The applicant has provided a clear and convincing comprehensive and detailed budgetary overview which includes all allocations and expenditures with corresponding calculations on each budgetary form.</p> <p style="text-align: right;">STANDARD CRITERION POINTS: 0/25</p>
--	---

<p style="text-align: center;">#19 Sustainability</p> <ul style="list-style-type: none"> • A detailed description of the sustainability plan must be provided and should include information pertaining to partnerships, funding sources (i.e., additional grants, in-kind donations), continuation of services, and commitments. 	<p>(0) The applicant has not provided a sustainability plan.</p> <p>(4) The applicant has provided a weak sustainability plan.</p> <p>(6) The applicant has provided a sustainability plan that somewhat supports and ensures ongoing programmatic success and longevity.</p> <p>(8) The applicant has provided a moderately thorough and comprehensive sustainability plan to support and ensure ongoing programmatic success and longevity.</p> <p>(10) The applicant has provided a clear and convincingly thorough and comprehensive sustainability plan to support and ensure ongoing programmatic success and longevity.</p> <p>STANDARD CRITERION POINTS: 0/10</p>
<p style="text-align: center;">#20 Program Evaluation</p> <ul style="list-style-type: none"> • A rigorous evaluation/monitoring plan/system must be in place and include: <ul style="list-style-type: none"> – Year-long detailed plan for evaluation – Connection to goals and objectives – Evaluation tools used – Distribution of results – Program improvement – Hiring process of outside evaluator – Name of External Evaluator 	<p>(0) The applicant has not provided a program evaluation plan.</p> <p>(5) The applicant has provided a weak program evaluation plan which only addresses 2-3 of the required elements.</p> <p>(10) The applicant has provided a program evaluation plan which addresses most but not all required elements.</p> <p>(15) The applicant has provided a moderately comprehensive program evaluation plan addressing all required elements.</p> <p>(20) The applicant has provided a clear and convincing comprehensive program evaluation plan which includes all required elements and in detail.</p> <p>STANDARD CRITERION POINTS: 0/20</p>

ADDITIONAL COMPETITIVE POINTS

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

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

TOTAL COMPETITIVE PRIORITY POINTS FOR THIS SECTION: 0/15

Joint/Co-Applicant Proposal

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

(0) Not Applicable

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

(3) The applicant has established a thorough and comprehensive joint, collaborative proposal addressed throughout each of the RFA's components which demonstrate the effectual daily operations and administration of the program.

Summer Programs

Applicant proposes to offer a comprehensive Summer Program for a minimum of 5 weeks while providing a minimum of 20 contact hours per week.

(0) Not Applicable

(0) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for the summer school priority points. However, there is no evidence they are meeting the required minimum weeks and contact hours provided.

(3) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for the summer school priority points providing services for a minimum of 5 weeks/20 hours per week. There is clear evidence they are meeting the required minimum weeks and contact hours.

High School Program

Applicant proposes to offer a program focusing on high school students ONLY.

(0) Not Applicable

(0) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for the High School Program priority points. However, there is no evidence that they will be serving Grades 9-12 ONLY.

(3) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for the High School Program priority points. This application will serve high school students in Grades 9-12 ONLY. If a school is a unit of K-12, the application MUST only serve students in Grades 9-12.

Counties Without Current 21st CCLC Programs

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

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

(0) Not Applicable

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

(3) The applicant has self-identified on Form 2 (Cover Page), they are requesting and applying for a county that currently does not have a 21st CCLC Program. This application will serve students in one of the following:

Schools in Improvement

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

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

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

(0) Not Applicable

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

(3) This applicant self-identified on Form 2 (Cover Page) as Comprehensive Support and Improvement School, Additional Targeted Support and Improvement School, or Targeted Support and Improvement School.