21st Century Community Learning Centers

Training and Guidance for Completing the Program Plan and Implementation Section of the FY20 Request for Proposal (RFP)

November 16, 2018
Presenters:

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21st CCLC Education Research and Evaluation Specialist

Mr. Mike Hatfill,
21st CCLC Education Research and Evaluation Specialist
Workshop Goals

• Provide guidance for completing Section III: Program Plan and Implementation

• Provide a detailed explanation for each section of the Program Plan and Implementation as outlined on pages 33-41 of the FY20 Request for Proposal
Georgia’s Systems of Continuous Improvement

What to Improve

Evaluate Progress

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

Coherent Instruction

Family & Community Engagement

Supportive Learning Environment

Professional Capacity

Ready to Learn

Ready to Lead

Ready to Live

Whole Child

How to Improve
Best Practices

- Involve stakeholders
- Follow the directions in the RFP
- Extensive planning prior to applying
- Establish strong relationships with viable partners
- Real needs assessment
- Data/needs drive program design
Best Practices

- Qualified staff with skill set for working with students of low income or at-risk students
- Strong alignment with school day staff
- Out of school programs look very different from school hours
- Have other sources of funds since 21st CCLC will not pay for everything, e.g., food, incentives
- Make goals/objectives **SMART** (Specific, Measurable, Attainable, Relevant and Timely)
- Ensure all program activities can be directly tied to the goals and objectives outlined in the grant
3.3 Program Plan Implementation

60 Points

3.3.1 Program Plan (20 Points)
3.3.2 Quality Contact Time (5 Points)
3.3.3 Recruitment and Retention (6 Points)
3.3.4 Staffing and Professional Development (6 Points)
3.3.5 Advisory Council and Operating Partnerships (5 Points)
3.3.6 Communication and Collaboration (6 Points)
3.3.7 Student Safety and Transportation (6 Points)
3.3.8 Sustainability Plan (6 Points)
3.3.1 Program Plan

20 Points

• Applicants should begin this section by providing a brief narrative describing their evidence of previous success in operating out-of-school programs that target the same or similar student populations that will be served by this grant.

• If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.
3.3.1 Program Plan

20 Points

• Provide a clear, concise description of how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/district improvement plans.

• Address how the program will increase family’s support for student’s learning and ensure family members of participating students will be actively engaged in their children’s education.
3.3.1 Program Plan

20 Points

- The applicant must provide evidence of best practices, including research or evidence-based practices that will be used to conduct educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for the students to be served by the proposed 21st CCLC program.
What is evidence-based?

- Evidence is a powerful tool to identify ways to address education problems and build knowledge on what works.
- Every Student Succeeds Act (ESSA) emphasizes the use of evidence-based activities, strategies, and interventions.
Considerations

• Applicants and stakeholders should consider whether there is evidence that an intervention has substantially improved an important education outcome.

• Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective.
Questions to Consider

• What do the majority of studies on this intervention find?
• Does the intervention have positive and statistically significant effects on important student or other relevant outcomes?
• Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
3.3.1 Program Plan

Sample Research Resources

- Regional Educational Laboratories - http://ies.ed.gov/ncee/edlabs/
- American Institutes for Research - http://www.air.org/
- Evidence for ESSA – https://www.evidenceforessa.org/

This is not an inclusive or required list of available resources for evidence-based research.
Program Plan

• Applicants must detail their complete program through the ‘Goals, Objectives, Activities, and Timeframe’ table.

• The plan must explain how the program will operate and how it is designed to address the needs identified in the Needs Assessment section.
Goals

- Broad, realistic and directly aligned with the needs or gaps identified in the needs assessment.
- Goals must be numbered (i.e., “1”, “2”, “3”, etc.) and applicants must address three goals -
  - ✓ Student Academic Achievement
  - ✓ Youth Development
  - ✓ Family Engagement
- Examples of Youth Development goals: “Increase Positive Student Behavior”, “Increase College and Career Readiness”, “Increase Regular Day Attendance”
Measurable Objectives

- Must include specific objectives with accompanying performance measures that are quantitative and challenging, yet achievable
- Must be numbered with the corresponding goal (i.e., “1.1”, “1.2”, “2.1”, “2.2”, etc.) and EACH goal **must** have at least two objectives
- Family Engagement goal must include at least one objective that is performance based that is linked to student learning, and at least one objective that is parent participation based focused on improving parent involvement.
Measurable Objectives

- Objectives must be performance-based and must be able to be continuously measured throughout the year. *Exception of one family engagement goal based on participation.*
  - Good example: “show improvement in reading”, “demonstrate improvement in physical fitness levels”
  - Bad example: “receive academic tutorial”, “participate in art and dance”
- Measurable, performance based family engagement objectives –
  - “Improve understanding of student academic progress”, “Increase knowledge of promotion and graduation requirements”
Sample Objectives

- “Increase the percentage of regularly participating students in 21st CCLC achieving the Proficient Learner level in math by 10% on the Georgia Milestones EOG.”
- “Reduce student disciplinary incidents among students regularly attending the 21st CCLC program by 15%”
Activities and Timeframe

- Activities - must be included for EACH objective and allow the program to progress toward the stated objective
  - Must be based on scientific research or evaluation demonstrating that they will be used to improve student performance
- Timeframe - indicate how often the activity will occur and must be included for EACH activity
  - Example: “daily throughout the year”, “monthly throughout the year”, “daily during summer session”, etc.
- Activities and Timeframe must be labeled as “a”, “b”, “c”, “d”, etc. and correspond to a specific objective
<table>
<thead>
<tr>
<th>Goals</th>
<th>Measurable Objectives</th>
<th>Measurement Tools</th>
<th>Activities</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| 1) Improve academic achievement | 1.1) 50% of regularly participating students (attending the program 30 days or more) will demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards | Georgia Milestones Assessment, pre- and post-assessments, and report card grades. | a) Homework Assistance  
 b) *Learning Today* reading computer based assessments/activities  
 c) Book Club  
 d) Individualized reading and tutoring | a) Daily throughout the school year  
 b) Weekly throughout the project year  
 c) Weekly throughout the project year  
 d) Twice per week throughout the school year |
| 2) Improve Student Behavior | 2.1) 80% of students per site will meet or exceed the district’s average school day attendance | School information system attendance records, discipline records, behavior charts | a) Small group discussion  
 b) Character education lessons  
 c) Peer mentoring  
 d) Social and emotional enrichment activities | a) Twice per week throughout the school year  
 b) Weekly throughout the project year  
 c) Weekly throughout the project year  
 d) Twice per week throughout the year |
| 3) Improve family partnerships | 3.1) 75% of parents will improve understanding of child’s academic progress | Parent evaluations, pre- and post results of parent surveys, | a) Student led conferences  
 b) Family Math Night  
 c) Family Newsletter  
 b) Staff development to build communication strategies | a) Once per quarter  
 b) Monthly throughout the project year  
 c) Monthly throughout the project year  
 d) Monthly throughout the project year |
Goals, Objectives, Measurement Tools, Activities and Timeframe Table

This is a table of all of the goals, measurable objectives, activities and timeframes entered on the previous pages.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Measurable Objectives</th>
<th>Measurement Tools</th>
<th>Activities</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Information. Information.</td>
<td>1.1) Information. Information. 1.2) Information.</td>
<td>1.1) Information. Information. 1.2) Information.</td>
<td>1.1 a) Information. 1.1 b) Information. 1.2 a) Information. 1.2 b) Information.</td>
<td>1.1 a) Information. 1.1 b) Information. 1.2 a) Information. 1.2 b) Information.</td>
</tr>
<tr>
<td>2) Information. Information.</td>
<td>2.1) Information. 2.2) Information.</td>
<td>2.1) Information. 2.2) Information.</td>
<td>2.1 a) Information. 2.1 b) Information. 2.2 a) Information. 2.2 b) Information.</td>
<td>2.1 a) Information. 2.1 b) Information. 2.2 a) Information. 2.2 b) Information.</td>
</tr>
<tr>
<td>3) Information. Information.</td>
<td>3.1) Information. 3.2) Information.</td>
<td>3.1) Information. 3.2) Information.</td>
<td>3.1 a) Information. 3.1 b) Information. 3.2 a) Information. 3.2 b) Information.</td>
<td>3.1 a) Information. 3.1 b) Information. 3.2 a) Information. 3.2 b) Information.</td>
</tr>
</tbody>
</table>

To edit your Goals, Objectives, Tools, Activities, or Timeframes, click the BACK button on the blue menu bar.
3.3.2 Quality Contact Time

5 Points

• Provide a brief narrative that expands on the before- and after-school, summer, weekend, holiday, or other non-school time activities listed in the Goals and Objectives Table referenced previously, focusing on the hours and days of service for students and families

• Include a Sample Weekly Schedule for EACH component at EACH site; place these in Appendix B

• **Must** clearly state the total number of hours per week each site will operate

  • i.e., “DEF Elementary School will operate 17.5 hours per week”
Minimum Operation

• EACH enrolled student **must** be given the opportunity to attend academic and enrichment activities a **minimum of 12 contact hours each week.**

• Travel time does not count and quality contact time should encompass the entire targeted student population each day:
  • For example - cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday
  • A ‘Site Profile Form’ must be completed for **EACH** proposed site and placed in Appendix B.
### 21st CCLC Site Profile Form (2017-2018)

A separate form must be completed for each site.

<table>
<thead>
<tr>
<th>21st CCLC Site Name</th>
<th>County</th>
<th>Physical Address</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEF Elementary School</td>
<td>Great</td>
<td>555 Maple Street</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels Receiving Services (e.g., K-12)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>2,3,4,5</td>
</tr>
<tr>
<td>After School</td>
<td>2,3,4,5</td>
</tr>
<tr>
<td>Weekends/Holidays</td>
<td>2,3,4,5</td>
</tr>
<tr>
<td>Summer</td>
<td>2,3,4,5</td>
</tr>
</tbody>
</table>

### Before School Program Schedule

**Before School Program Start Date:** 11-Aug-17
**Before School Program End Date:** 18-May-18
**Total # Days Before School:** 150

<table>
<thead>
<tr>
<th>Service Begin Time (e.g., 7:00 AM)</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6:00 AM</td>
<td>6:00 AM</td>
<td>6:00 AM</td>
<td>6:00 AM</td>
<td>6:00 AM</td>
</tr>
<tr>
<td>Service End Time (e.g., 8:00 AM)</td>
<td>7:30 AM</td>
<td>7:30 AM</td>
<td>7:30 AM</td>
<td>7:30 AM</td>
<td>7:30 AM</td>
</tr>
</tbody>
</table>

**Total Weekly Hours:** 7.50

### After School Program Schedule

**After School Program Start Date:** 11-Aug-16
**After School Program End Date:** 18-May-16
**Total # Days After School Program:** 150

<table>
<thead>
<tr>
<th>Service Begin Time (e.g., 3:00 PM)</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3:00 PM</td>
<td>3:00 PM</td>
<td>3:00 PM</td>
<td>3:00 PM</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>Service End Time (e.g., 6:00 PM)</td>
<td>6:30 PM</td>
<td>6:30 PM</td>
<td>6:30 PM</td>
<td>6:30 PM</td>
<td>6:30 PM</td>
</tr>
</tbody>
</table>

**Total Weekly Hours After School:** 17.50

### Weekend and Holidays Site Schedule

**List Days Site Will Be Open:**
(e.g., 10/1/12, 10/23/12)
**Total # Non-School Days:**

<table>
<thead>
<tr>
<th>SAT</th>
<th>SUN</th>
<th>HOLIDAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours Per Day:** 0.00

### Summer Programs for Students

**Summer Site Schedule for Typical Week**

**Summer Program Start Date:** 18-May-18
**Summer Program End Date:** 19-Jun-18
**Total # Days Summer Program:** 16

<table>
<thead>
<tr>
<th>Service Begin Time (e.g., 9:00 AM)</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td>8:00 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service End Time (e.g., 4:00 PM)</td>
<td>4:00 PM</td>
<td>4:00 PM</td>
<td>4:00 PM</td>
<td>4:00 PM</td>
<td>4:00 PM</td>
<td></td>
</tr>
</tbody>
</table>

**Total Summer Hrs. per Week:** 32.00

### Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)

**Adult Education Site Program Schedule**

<table>
<thead>
<tr>
<th>Dates Site Open (Adults)</th>
<th>Dates Site Closed (Adults)</th>
<th>Total # Days</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Service Begin Time (e.g., 6:00 PM)</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Service End Time (e.g., 8:00 PM)  |     |     |     |     |     |     |

**Total Adult Hrs. per Week:** 0.00

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Please notice how this form aligns to the Funding Request Worksheet (number of students, weeks [total days/days per week], and hours per week for each component) and the Target School Chart (number of students).
### 21st CCLC SITE PROFILE FORM (2017-2018)

A separate form must be completed for each site.

<table>
<thead>
<tr>
<th>21st CCLC Site Name</th>
<th>Physical Address</th>
<th>County</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appling County Primary</td>
<td>254 Pine St</td>
<td>Appling</td>
<td>30680</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels Receiving Services (e.g., K-12)</th>
<th># of students participating in the 21st CCLC program PER DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School K-8</td>
<td>Before School 66</td>
</tr>
<tr>
<td>After School K-8</td>
<td>After School 66</td>
</tr>
<tr>
<td>Weekends/Holidays Summer</td>
<td>Weekends/Holidays Summer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Student to Staff Ratio</th>
<th>Academic Student to Staff Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:1</td>
<td>10:1</td>
</tr>
</tbody>
</table>

**SITE CONTACT INFORMATION**

- **Site Contact Name:** Theo Cleaver
- **Phone:** 3874569
- **Email:** cleaver@appling.edu

**Regular School Year Program for Students**

**BEFORE SCHOOL PROGRAM Site Schedule**

<table>
<thead>
<tr>
<th>Before School Program Start Date</th>
<th>Before School Program End Date</th>
<th>Total # Days Before School</th>
<th>Service Begin Time (e.g., 7:00 AM)</th>
<th>Service End Time (e.g., 6:00 AM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>6/15</td>
<td>240</td>
<td>7:00 AM</td>
<td>8:00 AM</td>
</tr>
</tbody>
</table>

**AFTER SCHOOL PROGRAM Site Schedule**

<table>
<thead>
<tr>
<th>After School Program Start Date</th>
<th>After School Program End Date</th>
<th>Total # Days After School</th>
<th>Service Begin Time (e.g., 3:00 PM)</th>
<th>Service End Time (e.g., 6:00 PM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>6/15</td>
<td>240</td>
<td>3:00 PM</td>
<td>5:00 PM</td>
</tr>
</tbody>
</table>

**Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)**

<table>
<thead>
<tr>
<th>Dates Site Open (Adults)</th>
<th>Dates Site Closed (Adults)</th>
<th>Total # Days</th>
<th>Service Begin Time (e.g., 6:00 PM)</th>
<th>Service End Time (e.g., 8:00 PM)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Weekly Hours**

- Before School: 5:00 of 5:00 hours
- After School: 10:00 of 10:00 hours

**Total Adult Hours per Week**

- 0 hours per week
3.3.3 Recruitment and Retention

6 Points

- Describe specific strategies for recruiting and retaining targeted students
- Discuss how regular school day staff will be consulted in the identification and recruitment of 21st CCLC students
- Must serve the proposed attendance objective on a daily basis (average daily attendance)
- Attendance is recorded daily
3.3.4 Staffing and Professional Development

6 Points

• Provide a brief narrative of the program's organizational, managerial, and staffing structure, as well as an overview of how hiring and ongoing staff professional learning opportunities will be developed and implemented during the course of the grant award period.

• Narrative should describe how the program will use the results of national criminal background checks and fingerprinting to deliver fitness determinations for the employment of all grant funded workers, including contractors, subcontractors, etc.
3.3.4 Staffing and Professional Development

- Must include job descriptions of key personnel and their required qualifications
  - e.g., Program Director/Manager, Site Coordinator(s), Data Entry Clerk, etc.
- Must also include how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately
- State proposed student to staff ratio for both academic and personal enrichment activities (i.e., 10:1, 15:1) and the expected certifications/qualifications of the instructional staff
- Describe the plan for recruiting and utilizing volunteers, including senior citizens
**Staff Considerations**

- Depend on size of program
- Program Director
- Site Coordinator
- Teachers
- Data specialist

- Need to consider who will address reimbursements process, transportation, family engagement, etc.
• Proposed Program Directors **must** hold at least a bachelor’s degree from an accredited university and have a minimum of one year of successful project/program management experience OR have three years of successful grant management, including direct responsibility of budget implementation and staffing supervision.

• Applicants must attach a résumé for the Program Director in **Appendix A**.
3.3.5 Advisory Council and Operating Partnerships

5 Points

• Must detail the applicant’s plan to develop an advisory council that is composed of students, parents, teachers, community agencies, and the private sector:
  • Include who will serve on it, how often it will meet, and the primary functions of the council
  • Minimum of two meetings must be held each year
  • At least two parents and two students from program must participate
3.3.5 Advisory Council and Operating Partnerships

- All 21st CCLC programs must provide a daily, nutritious snack to each student each day
  - Cannot use 21st CCLC funds to provide snacks
  - Applicants must describe how and from whom snacks/meals will be acquired, including how they will be distributed to the site(s).
  - Requirements are as follows:
    - Before-school (daily, nutritious breakfast)
    - After-school (daily, nutritious snack)
    - Non-school days (daily nutritious breakfast, lunch and/or snack, dependent on hours of operation)

See Section 3.3.5 of the FY18 RFP for additional information
### Partners Table

<table>
<thead>
<tr>
<th>Organization</th>
<th>Organization Type</th>
<th>Contribution Type</th>
<th>Contribution Amount</th>
<th>Align to Need/Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia’s First Nation Bank Club</td>
<td>CBO</td>
<td>In-kind</td>
<td>$1,500</td>
<td>Character Education – Teaching students real world concepts about banking and money management</td>
</tr>
<tr>
<td>City Bus Service</td>
<td>FPO</td>
<td>Transportation</td>
<td>$5,000</td>
<td>Transportation - Provide free bus passes to Middle School and High School students.</td>
</tr>
</tbody>
</table>

(Insert additional lines as needed)

Please see additional instructions on the form itself for more information and place the table in Appendix C. Please only delete the instructions in the box, do not delete the information in the table.
### Partners Table Online

(For "Contribution Amount" please enter only numbers; enter no dollar signs and no commas)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Organization Type</th>
<th>Contribution Type</th>
<th>Contribution Amount</th>
<th>Align to Need/Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Georgia's First Nation Bank Club</td>
<td>CBO</td>
<td>In-kind</td>
<td>$1,500</td>
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</tr>
<tr>
<td>Example: City Bus Service</td>
<td>FPO</td>
<td>Transportation</td>
<td>$5,000</td>
<td>Transportation - Provide free bus passes to Middle School and High School students.</td>
</tr>
<tr>
<td>Atlanta YWCA</td>
<td>YMCA</td>
<td>training</td>
<td>1000.00</td>
<td>Use of swimming pool for High School Swim Team</td>
</tr>
</tbody>
</table>

On this data entry screen there will always be three empty rows for partners. To delete a partner, change its name to "Delete" and click the "Save" button.

1  2  3  4  5

**Instructions:** Ensure that each partner listed in this table has a signed MOA included within this application. An individual, agency, or organization that only provides paid services is considered to be a vendor rather than a partner and would not require a signed MOA and would not need to be included in this chart.

**Organization Type:** School District (SD), Community-Based or other Non-Profit Organization (CBO), Nationally Affiliated Nonprofit - Boys & Girls Club (BGC), Nationally Affiliated Nonprofit - YMCA/YMCA (YMCA), Nationally Affiliated Nonprofit - Other Agency (NPOA), Faith-Based Organization (FBO), Charter School (CS), Private School (PS), College or University (CU), Regional/Intermediate Education Agency (IEA), Health-Based Organization (hospital/clinic/etc.) (HBO), Library (LIB), Museum (MUS), Park/Recreation District (PRD), Other Unit of City or County Government (CNT), For-Profit Entity (FPO), Bureau of Indian Affairs School (IAS), Other (OTH)

**Contribution Type** (examples): in-kind, funding, volunteers, paid staffing, materials/supplies, curriculum, training, transportation.

**Contribution Amount:** This is the estimated value of services provided by the partner. All programs MUST retain clear documentation as to how this amount was calculated and documentation of progress towards obtaining this level of service.

« BACK  MENU  NEXT »
3.3.5 Advisory Council and Operating Partnerships

Memorandum of Agreement (MOA)

- Each identified partner (including co-applicant), targeted LEA and school must sign a MOA (Place in Appendix C)

Each MOA must contain the following components:

- A clear and concise statement acknowledging and supporting the goals and objectives of the program;
- The expertise, resources and financial contributions the partner is making towards the program. Financial and service contributions (cash and in-kind) should be quantified;
- A clear and concise statement detailing the roles, responsibilities, and capabilities of the partners;
- A clear statement that the partners intend to continue the partnership for the duration of the grant period; and
- The signature of responsible parties within both organizations (e.g., applicant and partner).
3.3.5 Advisory Council and Operating Partnerships

- Each identified partner, LEA (school district), and targeted school must sign its own MOA, which must be included in Appendix C.

For example, a LEA must submit a signed MOA between itself and the targeted school(s).
3.3.6 Collaboration and Communication

6 Points

• Discuss how the program will disseminate information to the schools, districts, students, parents, and community in a manner that is understandable and accessible

• Must include, at a minimum:
  • What information will be disseminated (e.g., student performance, upcoming activities, schedules)
  • The timeline for dissemination
  • The method of dissemination
  • Who is responsible for dissemination
  • How the information will be disseminated in various languages, if applicable, and
3.3.6 Collaboration and Communication

• Describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students.

• Process will allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Georgia standards-based test results, short cycle assessment results, surveys, Individualized Education Plans).
3.3.7 Student Safety and Transportation

6 Points

- Describe how each site will ensure the safety of participating students. Must include, at a minimum:
  - How the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, presence of school resource officer);
  - How students participating in the program will travel safely to AND from the site(s);
  - The maximum length of travel time students will travel either to or from the site(s);
  - How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
  - How the facility will safely accommodate the proposed number of students

Purchasing of vehicles of any kind using this funding is prohibited by GaDOE. Also, the GaDOE will not allow the purchase of vouchers for public transportation (MARTA) due to the liability and risk associated with putting students on transportation without supervision or program care.
3.3.8 Sustainability Plan

6 Points

• Must describe a preliminary plan to show how the program will continue same level of services when funding is reduced in year 4 (90%), year 5 (80%) and sustain itself after 21st CCLC funding ends

• Must include, at a minimum:
  • 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 five-year grant funding ends
  • A specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution
Supplemental Information

• Each of the attachments in the appendices described in the application must be included for each submission and can be found on the GaDOE 21st CCLC website under the ‘FY18 Request for Proposal (RFP)’ tab (http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx).

• Please follow the instructions detailed in the previous slides, as well as on the individual forms, when completing the attachments.

• Any questions should be submitted to 21stCCLC@doe.k12.ga.us
Online resources governing grant administration and the 21st Century Community Learning Centers

Additional Resources

- U.S. Department of Education 21st CCLC website

- Georgia Department of Education 21st CCLC website
  http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx

- 21st CCLC FY18 RFP Online Submission Website
  www.ga21cclc.org
Additional RFP Training Dates

| November 30, 2018 | Webinar Training #5: Training and guidance for completing the Evaluation section of the RFP |

All trainings will begin at 2:00 pm

Webinar information is available [here](#).
General Reminders

- Application submission deadline is January 30, 2019 at 5:00 p.m.
- Use the remaining time wisely and do not wait until the last minute
- Upload/or submit all required documents in the correct order
- Read and follow the FY18 RFP carefully
- If applying online, contact the GEM HELP DESK for technical support – (207) 985-8802 or support@gemsoftwaredevelopment.com
- Ensure network servers are not blocking emails from auto_email@ga21cclc.org and check your junk mail folder
Questions

• We can only answer questions about the content of the RFP and the application process
• Cannot provide any tips, guidance, suggestions, or answer any questions relating to specific content of a particular application
• If you have any questions after this session ends, please submit them to 21stCCLC@doe.k12.ga.us