GEORGIA DEPARTMENT OF EDUCATION
21ST CENTURY COMMUNITY LEARNING CENTERS
2019-2020 (FY20)
Request for Proposal

Regional RFP Workshop

To download a copy of this presentation, please visit here –
http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx
Objectives

• Assist in determining if this grant is suitable for your organization
• Provide a detailed explanation of the proposal process, including:
  • Each component of the proposal
  • Proposal submission requirements
  • Proposal scoring and selection process
Questions

- We can only answer questions about the content of the RFP and the application process
  - *Can you explain the priority points to me?*
- We cannot provide any tips, guidance, or suggestions on writing your applications
  - *Do you think it is better to submit one application or multiple applications?*

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Is this the right grant for you?

**Program Design Must Match 21st CCLC Goals, Processes and Requirements**

**This is a Reimbursement Grant**

Completion of the proposal typically requires extensive planning and coordination

Prepared to implement program upon State Board of Education approval

Expected to meet high expectations and deliver results
• The program began in 1998 with direct federal oversight
• The No Child Left Behind Act of 2001 moved management of programs to the states
• The Every Student Succeeds Act (ESSA) officially replaced NCLB and maintained 21st CCLC as a stand-alone funding stream (Title IV, Part B)
• Currently, all 50 states, Puerto Rico, the US Virgin Islands, the District of Columbia, and the Bureau of Indian Affairs operate 21st CCLC programs
• Receive $1.2 billion; $40 million in GA in FY19
21st CCLC Overview

• Funded through the US Department of Education (US ED) under Title IV, Part B of ESSA
  • Catalog of Federal Domestic Assistance (CFDA) Number 84.287C
• Managed by the Georgia Department of Education
  • Federal Programs Division – 21st CCLC Program

GaDOE team currently consists of a program manager, six field-based specialists, three fiscal analysts, and a secretary
• State is responsible for monitoring operations of subgrant supported activities, including fiscal management, to assure compliance with applicable state and federal requirements and achievement of performance goals
• Providing capacity building, training and technical assistance to subgrantees
Georgia’s 21st CCLC Program

- 128 current subgrantees, held between 61 fiscal agents
- 3 Cohorts (FY15, FY16, and FY18)
- 46 Non-LEAs, 4 IHEs and 78 LEAs

**SUB-GRAnteES**

**COHORTS**

- FY16: 33
- FY15: 12
- FY18: 83

**PART I: GENERAL INFORMATION**
The purpose of Georgia’s Title IV, Part B, 21st Century Community Learning Centers program is to provide federal funds to establish or expand community learning centers that operate during **out-of-school hours** and that have **three** required specific purposes:

1) To provide opportunities for academic enrichment and tutorial services to help students meet academic standards;

2) To offer students a broad array of additional services, programs, and activities that reinforce and complement the regular academic program; and

3) To offer families of 21st CCLC students opportunities for active and meaningful engagement in their child’s education.
Eligibility

Local school districts, schools, other public or private organizations, as well as faith- and community-based organizations

Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to:

- Non-profit agencies
- Educational consortia
- City or county government agencies
- Faith and community-based organizations
- Institutions of higher education
- For-profit corporations
- Indian tribe or tribal organization

Eligibility

- Previously funded programs are eligible to apply for this application and are subject to the same competitive criteria detailed within this application
- If previously funded, all audit findings must be resolved and all program information, end of program reports, and grant completion reports through the Georgia Online Reporting System (GAORS) must be submitted and monitoring corrective actions approved. See Section 2.3 of the FY20 RFP for information about Good Standing.
- Current programs receiving funding in FY19 are also eligible to apply, so long as they target a different population
EXCLUDED PARTIES LIST SYSTEM
Any person, agency, etc., debarred from receiving federal funds is not eligible to apply for a 21st CCLC program grant. A list is available and will be checked at:
https://www.SAM.gov/

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

Common Data Elements

• Daily attendance
• Standardized test results
• Student grades in reading and math
• Partners and annual contributions
• Student, teacher, and parent satisfaction
• Student behavior
• Homework completion
Cautions

- Writer of grant is third party who does not implement program
- Not having dedicated staff for out of school program resulting in staff burn out
- Vision with no organizational infrastructure
- Doing too much on too little
- Working in isolation from other community and school groups
- Co-mingling personal funds or other funding sources with program funds

PART II: APPLICATION DETAILS
Application Submission Deadline

- The deadline is January 30, 2019 at 5:00 PM EST
- The application must be received in our office or submitted online on or before this deadline date and time or it will not be accepted.

NO EXTENSIONS OR EXCEPTIONS!
PLAN AHEAD – DO NOT WAIT UNTIL THE LAST DAY

Formatting and Submission

- Electronic applications must be submitted online at www.ga21cclc.org by 5:00 pm, or
- Hard copy applications must be submitted by 5:00 pm
  (This is not a post mark date. The completed hard copy application package must arrive in our office before 5:00 pm.)

Georgia Department of Education
21st Century Community Learning Centers Program
205 Jesse Hill Jr. Drive, S.E.
18th Floor
Suite 1862 Twin Towers East
Atlanta, Georgia 30334
• Please see FY20 RFP for detailed and important requirements regarding submission of hard copy (paper) applications

Does not apply to those who submit online

• Hard copy applications MUST follow all formatting requirements exactly as written in the RFP in order to be read and scored by the readers

### Formatting and Submission

- Please see FY20 RFP for detailed and important requirements regarding submission of hard copy (paper) applications

  Does not apply to those who submit online

- Hard copy applications MUST follow all formatting requirements exactly as written in the RFP in order to be read and scored by the readers

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Activity</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14, 2018</td>
<td>Applications will be released and available on our web site at <a href="http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx">http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx</a></td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>September 14, 2018 at 2:00 pm</td>
<td>Go To Webinar informational kick-off session Click here to register</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>September 17, 2018 at 9:00 am</td>
<td>FY20 Application Technical Assistance Workshop Meeting for New Competitive Grant Applicants (Supplemental Form E or register online at <a href="http://www.GA21CCLC.org">www.GA21CCLC.org</a>)</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>October 5, 2018 at 2:00 pm</td>
<td>Webinar Training #1: Training and guidance for completing the RFP through electronic submission Click here to register</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>October 10, 2018 at 2:00 pm</td>
<td>Webinar Training #2: Training and guidance for completing the Needs Assessment section of the RFP Click here to register</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>October 31, 2018 by 5:00 pm</td>
<td>Submit to Apply: Due (Supplemental Form A or submit online at <a href="http://www.GA21CCLC.org">www.GA21CCLC.org</a> )</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>November 2, 2018 at 2:00 pm</td>
<td>Webinar Training #3: Training and guidance for completing the Budget section of the RFP Click here to register</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>November 16, 2018 at 2:00 pm</td>
<td>Webinar Training #4: Training and guidance for completing the Program Plans and Implementation section of the RFP Click here to register</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>November 30, 2018 at 2:00 pm</td>
<td>Webinar Training #5: Training and guidance for completing the Evaluation section of the RFP Click here to register</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>January 30, 2019 by 5:00 pm EST</td>
<td>Electronic submissions due and must be submitted online at <a href="http://www.GA21CCLC.org">www.GA21CCLC.org</a>. Paper submissions due and must be received via mail or hand delivered.</td>
<td>Open Application Phase</td>
</tr>
<tr>
<td>February 4, 2019</td>
<td>Review of application components by 21st CCLC program staff</td>
<td>Phase 1</td>
</tr>
<tr>
<td>February 19, 2019</td>
<td>Readers review and eligible applications will be given to readers for scoring</td>
<td>Phase 2</td>
</tr>
<tr>
<td>February 20-March 13, 2019</td>
<td>Readers review and score all eligible applications</td>
<td>Phase 2</td>
</tr>
<tr>
<td>March 14, 2019</td>
<td>Federal compliance review and analysis of applications by 21st CCLC program staff</td>
<td>Phase 3</td>
</tr>
<tr>
<td>March 20, 2019</td>
<td>Potential new subgrantees who have received the minimum prerequisite score will be contacted for interviews. Non-grant award notifications delivered</td>
<td>Phase 3</td>
</tr>
<tr>
<td>April 8, 2019</td>
<td>Interviews of potential new subgrantees begins</td>
<td>Phase 3</td>
</tr>
<tr>
<td>July 18, 2019</td>
<td>Recommended subgrantees submitted to SBOE for action</td>
<td>Phase 3</td>
</tr>
</tbody>
</table>

**Please see Section 1.5 of the FY20 RFP for more details**
Program Activities

• Each eligible organization receiving an award will use the funds to carry out a broad array of out-of-school activities that advance overall student academic achievement and help students meet State standards.

• Out-of-school is defined as activities occurring before school, after school, during evenings, weekends, summers, and/or holidays.

Program Activities

• Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement;

• Well-rounded education activities including such activities that enable students to be eligible for credit recovery or attainment;

• Literacy education programs, including financial literacy programs and environment literacy programs;

• Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
Program Activities

- Services for individuals with disabilities;
- Programs that provide after-school 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;

Program Activities

- Drug and violence prevention programs and 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 methods; and
- 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
Absolute Priority

- Title IV, Part B requires GaDOE to award grants only to applicants that provide academic enrichment opportunities during non-school hours for children, particularly students who attend low-income and low-performing schools.
- For the purpose of this application, high concentration of high-poverty students is defined as a poverty percentage of 40% or greater (students eligible for free or reduced price meals) as determined by school enrollment for participating attendance area.
- Additional information on free and reduced price meal eligible schools is located on the GaDOE Web site at: https://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form

Competitive Priority

- Competitive priority points will be added to an applicant’s score for meeting five very specific criteria (will detail later)
- Points will be added only after the application has met the minimum quality score of 240 out of 300
- Applications not meeting the minimum quality score requirement will not be eligible to receive funding even if the priority points cause the application to reach the minimum quality score
**Absolute Fiscal Requirement**

- All applicants must have at least three months of operating capital for a period of three consecutive months prior to application submission

  *See slide 83 of this presentation*

**Grant Period**

- Five years grant period contingent upon the availability of continued funding and evidence of growth and progress as documented in the annual evaluation report and the 21st CCLC Annual Performance Reporting (APR) system
- Grantees approved by the State Board of Education may not charge expenses to their 21st CCLC grant before the beginning of the grant period

FY20 RFP Section 2.14

FY20 RFP Section 2.9
Applicants may request funds ranging from $50,000 to a maximum of $350,000 per year based on need and proposed services to the target population.

All approved applicants are eligible to receive 100% of their proposed budget in years 1, 2, and 3. Funding will be reduced to 90% of the original funding level during year 4 and to 80% during year 5. However, even with the reductions, no program will receive less than $50,000 per year.

- Must maintain the same level of services in years 4 and 5

Applicants must complete the Funding Request Worksheet for EACH proposed site to determine allowable funding.

- Example 1. If a program applies for and receives $350,000 during FY20, FY21, and FY22, it will receive $315,000 during FY23 and $280,000 during FY24.

- Example 2. If a program applies for and receives $60,000 during FY20, FY21, and FY22, it will receive $54,000 during FY23 and $50,000 (instead of $48,000) during FY24.

- Example 3. If a program applies for and receives $50,000, it will receive $50,000 per year for the duration of the grant.
### Funding Request Worksheet

**FUNDING REQUEST WORKSHEET**

Complete One Per Site

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Site Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students with disabilities that will receive 21st Century Community Learning Center (CCLC) services</td>
<td>Number of students without disabilities that will receive 21st Century Community Learning Center (CCLC) services</td>
</tr>
<tr>
<td>Average number of hours per week that program will provide for each student per case component</td>
<td>Total number of unique students served per week</td>
</tr>
<tr>
<td>Funding amount per student without disabilities, per hour of weekly operation</td>
<td>Funding amount per student with disabilities, per hour of weekly operation</td>
</tr>
<tr>
<td>Amount allowed per component (maximum)</td>
<td></td>
</tr>
</tbody>
</table>

| | | | | | | |
|---|---|---|---|---|---|
| After School | Before School | Non-School Days (Weekends, Holidays) | Summer Break | Calculated Total |
| $6.05 | $4.05 | $6.05 | $6.05 | $0.00 |

1. Only students with current Individualized Education Plans (IEPs) should be considered as students with disabilities.
2. To calculate the total number of weeks, divide the total number of operational days by the number of days in a typical week for that component. For example, if the site will operate Monday through Thursday for 154 days, you would divide 156 by 4 to get 39 weeks of after school services. When calculating the total number of days, applicants must exclude known non-operational days occurring during the project year, such as school holidays/breaks.
3. Applicants are not required to request the maximum amount. Instead, applicants must request an amount that is reasonable and appropriate to address established needs and provide services to meet those needs but applicants cannot request less than the minimum amount of $50,000 per grant.
4. Even if the aggregate ‘Calculated Total’ is more than the $250,000 ‘Maximum Amount Allowed’, applicants may only request a maximum of $350,000 per grant. However, if the ‘Calculated Total’ is less than $250,000, the applicant may only request up to the ‘Calculated Total’ amount.

### Sample Funding Request Worksheet

**FUNDING REQUEST WORKSHEET**

Complete One Per Site

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<td></td>
</tr>
</tbody>
</table>

| | | | | | | |
|---|---|---|---|---|---|
| After School | Before School | Non-School Days (Weekends, Holidays) | Summer Break | Calculated Total |
| 120 | 40 | 0 | 120 | $5,000 | $6,000 |
| 3 | 5 | 0 | 32 | $500 | $600 |

1. Only students with current Individualized Education Plans (IEPs) should be considered as students with disabilities.
2. To calculate the total number of weeks, divide the total number of operational days by the number of days in a typical week for that component. For example, if the site will operate Monday through Thursday for 154 days, you would divide 156 by 4 to get 39 weeks of after school services. When calculating the total number of days, applicants must exclude known non-operational days occurring during the project year, such as school holidays/breaks.
3. Applicants are not required to request the maximum amount. Instead, applicants must request an amount that is reasonable and appropriate to address established needs and provide services to meet those needs but applicants cannot request less than the minimum amount of $50,000 per grant.
4. Even if the aggregate ‘Calculated Total’ is more than the $250,000 ‘Maximum Amount Allowed’, applicants may only request a maximum of $350,000 per grant. However, if the ‘Calculated Total’ is less than $250,000, the applicant may only request up to the ‘Calculated Total’ amount.
The number of students, time served, and number of weeks on the Funding Request Worksheet must match the same numbers on the:

- Site Profile Forms
- Schools Served Chart
- Budget Detail and Summary Form

If the numbers do not match or align, we will go with the lower number.

Numbers in RFP narratives should match the numbers provided in these forms, i.e. hours on schedule, numbers of students, etc.
Important Notes

• The requested funding amount cannot exceed the aggregate ‘Calculated Total’, nor can it exceed $350,000, even if the aggregate amount exceeds $350,000.

• Applicants are not required to request the maximum amount. Please note that there will be a reduction of funding in Year 4 (90%) and Year 5 (80%)

• The term ‘Students with Disabilities’ is defined as those students with an Individualized Education Program (IEP).

Matching Funds and Sustainability

• Applicants are not required to obtain matching funds to apply for this grant, but must detail their sustainability plan.
Program Fees

- Programs may charge fees; however, fees may not prohibit any family from participating.
- Any program wishing to charge a fee must receive annual written approval from GaDOE prior to implementation.
- Programs must offer a sliding scale or scholarships to those who cannot afford the fee.
- Programs must describe the program fees in their application.

Fiscal Requirements

- This is a REIMBURSEMENT only grant
- All subgrantees must initially expend their own funds prior to receiving reimbursement from the state.
- It is required that applicants have the capital to sustain the program for a minimum of three months.
- GaDOE will not reimburse a subgrantee for unallowable or unapproved expenditures.
Fiscal Requirements

- All funded applicants must attend mandatory trainings on budget and operating requirements.
- GaDOE will notify subgrantees of the dates, times, and locations of these trainings at the appropriate time.

Fiscal Agent

- The official grant recipient, according to state policy, is the fiscal agent - must not be “flow-through” entity
- Responsible for financial oversight of the program and ensuring the program follows approved plan, all applicable laws and regulations
- Please see Section 2.16 of the FY20 RFP for further details regarding the responsibilities of the fiscal agent
Audit

- All first time non-LEA applicants must include a financial audit from the most recently completed fiscal year within their applications. Non-LEA applicants currently operating 21st CCLC programs in FY19 are not required to include this financial audit within their applications.

LEAs and current Non-LEA subgrantees submit audits to GaDOE every year, so they do not need to submit one with their application.

Application Review and Selection Process

- Each application will be read independently by five qualified, impartial readers
- Each reader will assign a point value, based on a rubric, from 0-100
- The lowest and highest scores will be dropped and the remaining three will be added together to determine a total quality score (maximum of 300 points)
Application Review and Selection Process

• GaDOE will rank all the applications from highest to lowest and those that do not receive a quality score of 240 will be dropped and will **not** be considered for funding.

• Of the remaining grants that scored 240 and above, readers will validate priority points based on the specific criteria the applicants claimed **and** met.

• GaDOE will re-order the applicants from highest to lowest, based on the combined quality and priority points.

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Application Review and Selection Process

• Final award recommendations are made to the State Board of Education and are based on the final scoring list and compliance review.

• GaDOE will begin with the highest score and continue moving down the final scoring list until all funding for new applicants has been exhausted.

  • **Please note that receiving a score of 240 does not guarantee funding.**
Current Award Funding

For FY19, the state awarded the following amounts:

- Cohort 15 – 5th year of a five year award period: $24,477,858
- Cohort 16 – 4th year of a five year award period: $4,085,472
- Cohort 18 – 2nd year of a five year award period: $10,346,573

- TOTAL CURRENT GRANT AWARDS: $38,909,903

GaDOE received $40,923,416 in FY19 of which 7% is being used for grant administration.

Projected Funds Available

- $25 - 27 million
  – Dependent upon available funding received from US ED
- Approximately 80 awards
Number of Awards

• Fiscal agents are permitted to submit more than one application
• Maximum of five applications per fiscal agent will be awarded for a total annual amount not to exceed $1,750,000
• If an applicant/fiscal agent submits more than 5 applications and more than 5 applications are on the list of projected awards, those applications ranked 6th or higher for that fiscal agency will not be funded.

PART III: APPLICATION AND FORMS
**Application Cover Sheet**

The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.

- All applicants must complete pages 1 and 2 of this form.
- If another entity/agency will be applying as a co-applicant (but not as fiscal agent), please also complete page 3 of this form.

1. Name of fiscal agent applying for the grant: ____________________________
   
   Program Name: ____________________________

2. Has this fiscal agent received 21st CCLC grant funds before?  ☐ Yes  ☐ No
   
   If yes, please provide the year and initial funding: ____________________________

3. Check the one category that best describes your official fiscal agency:
   
   ☐ LEA  ☐ Non-LEA  ☐ Institute of Higher Education

4. Total number of ALL students to be served daily in the 21st CCLC PROGRAM by applicant (include all locations): ________________

   Maximum funds allowed for one grant for one year is $350,000. However, the future financial viability of the program should be addressed in the applicant’s Sustainability Plan contained within this application.

5. Total Funds Requested for:

   __________________ | __________________ | __________________ | __________________ | __________________

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**Form 1: Application Cover Sheet**

**Fiscal Agent/Applicant Required Signatures:**

I hereby certify that I am an authorized signatory of the fiscal agent for which the grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Name of Fiscal Agent’s Contact Person: ____________________________

Position/Title of Fiscal Agent’s Contact Person: ____________________________

Address: ____________________________

City: __________________ Zip: __________________

Telephone: (_____) __________ Fax: (_____) __________

Email: __________________

Signature of Fiscal Agency Head (required)

Typed Name of Fiscal Agency Head (required)

Typed Position Title of Fiscal Agency Head (required)

Date (required): __________________
### Application Cover Sheet (Form 1)

#### Co-Applicant Required Signatures, if applicable:

I hereby certify that I am an authorized signatory of the co-applicant for which application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

**Name of entity/agency acting as Co-Applicant, if applicable:**

**Name of Co-Applicant Contact Person:**

**Position Title of Co-Applicant Contact Person:**

**Address:**

**City:**

**Zip:**

**Telephone:**

**Fax:**

**E-mail:**

**Signature of Co-Applicant’s Authorized Agency Head (if applicable)**

**Typed Name of Co-Applicant’s Authorized Agency Head (if applicable)**

**Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)**

**Date (if applicable)**

*Names will be verified in the name of the fiscal year*

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### Competitive Priority Worksheet (Form 2)

#### 21st CCLC FY20 RFP Competitive Priority Worksheet

Each applicant must complete the FY20 RFP Competitive Priority Worksheet, regardless of whether or not they are claiming a priority. Please place an ‘X’ next to each item that applies to this application.

**Fiscal Agent’s Name:**

**Name of 21st CCLC program:**

1. No Priority Claimed (0 points)

2. Priority 1: Program is proposing to serve participants that attend schools that have been designated as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). (Maximum 10 points. Please refer to the FY20 RFP for more information regarding this criterion. (Maximum of 5 points))

3. Priority 2: Program is proposing to serve participants that attend schools that have been designated as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). (Maximum 10 points. Please refer to the FY20 RFP for more information regarding this criterion. (Maximum of 5 points))

4. Priority 3: Program is proposing to serve students in grades 9, 10, 11, and 12. (Maximum of 3 points)

5. Priority 4: Program is proposing to serve participants in a county that is currently not receiving 21st CCLC funding from FY19. Please see Supplemental Form 3 for list of counties eligible for priority. (Maximum of 3 points)

6. Priority 5: Program is proposing to operate a summer program, during each year of the award, for a total number of 90 hours for a maximum period of three consecutive weeks during each summer session. (Maximum of 5 points)
Please note that a **joint or co-application** (Priority 1) is not merely a partnership. In addition, an organization contracted to provide services is not considered to be a joint applicant. To be considered as a joint applicant, there must be evidence that:

- the LEA and at least one other organization collaborated extensively in the planning and design of the program;
- each joint or co-applicant organization has substantial roles to play in the delivery of services;
- all joint or co-applicant organizations share grant resources to carry out their roles;
- all joint or co-applicants have significant and ongoing involvement in the management and oversight of the program; and
- Fiscal agents cannot act as ‘flow-through’ for grant funds and do not subgrant to other recipients
- Co-applicant continuous collaboration for entire period of grant award
Competitive Priority 2

Program is proposing to serve participants that attend schools that have been designated as Comprehensive Support & Improvement (CSI) or Targeted Support & Improvement (TSI):

• CSI – 4 points per school and TSI – 3 points per school
• Please see Supplemental Form G for a list of school designations.
• Maximum amount of points awarded for this priority is 10 points

Note these school designations will be released in November 2018. The list of identified schools will be made available to applicants upon release and will be accessible on the GaDOE Office of Accountability webpage - http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx

Competitive Priority 3

Program is proposing to serve students from grades 9, 10, 11, and 12 (5 points);

Competitive Priority 4

Program is proposing to serve participants in a county that is not currently receiving 21st CCLC funding in FY19. (5 points)

Please see Supplemental Form F for a list of counties eligible for this priority

Competitive Priority 5

Program is proposing to operate a summer program, during each year of the award, for a total number of at least 60 hours for a minimum period of three consecutive weeks during each summer recess. This must be reflected on the Funding Request Worksheet (Appendix A) and Site Profile Form (Appendix B)(5 points)
• Provide the exact order of all forms, narrative components, and appendices
• All components of the grant application **must** be in the order detailed in the checklist
• **Please note: the checklist itself must be included in the application** *(Paper applications only)*
Program Abstract (Fixed Requirement)

• Describe how the community was given notice of the applicant’s intent to apply and how the application will be available to the community following its submittal.

• Outline the reasonable dissemination of applicant’s intent to apply as well as process used to make the application available.

• Provide a concise and clear overview of the proposed 21st CCLC program. The abstract should include, at a minimum, the reason that the need exists, the way the program will operate to meet the need, and the intended outcomes.

3.1 Needs Assessment

20 Total Points

• Consists of:
  • The Process (4 Points)
  • Specific Needs (10 Points)
  • Program Focus (6 Points)
3.1.1 The Process

4 Points

• Describe the process used by the stakeholders to **actively collaborate** in identifying and developing the Needs Assessment.

• This includes 1) when the development began, 2) who led and participated in the data/information collection effort, 3) how the various data sources were gathered, were analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs.

• The process described should clearly allow the applicant to identify the needs that will form the basis of the program.

• Please see Section 3.1 of the RFP for more guidance relating to conducting a needs assessment.

Equitable Services for Private Schools

• Any organization that is awarded a grant must provide equitable services to private school students and their families.

• In designing a program that meets this requirement, sub-grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant.

• **Sub-grantees must conduct timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program on issues such as how the children’s needs will be identified and what services will be offered.**
Goal should be to reach agreement on how to provide equitable and effective programs for eligible private school children

**Timely** – Before any decisions are made

**Meaningful Consultation** – Genuine opportunity for all parties to express their views and views are seriously considered

- Identify needs of eligible private school students
- Identify services that will be offered
- How, where and when services will be provided
- Determine consolidation with other eligible programs

FY20 RFP Section 2.19
Private School Consultation Form

Appendix C - Page 2

3.1.2 Specific Needs

10 Points

- Detail the specific needs of the targeted students and community that place them at risk
  - Must include academic, social, emotional, cultural, and physical needs
  - Must cite specific data sources and may use data tables to clearly convey the needs
3.1.2 Specific Needs

10 Points

- Must specifically identify the student target population
  - Should include, at a minimum, schools served, grade levels, number of students, and academic or behavioral criteria
- Must complete the ‘Served Schools Chart’ and place it in Appendix B

<table>
<thead>
<tr>
<th>Program Name:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Schools Served Chart (2019-2020)</th>
</tr>
</thead>
</table>

- **Served School(s) Name(s):**
- **County:**
- **School Designation: (e.g., Title I)**
- **Grade Span of School:**
- **Total Enrolled in Regular School:**
- **Serving Title I/Part I:**
- **% FRL:**
- **Number of Students from this school that will be served per day by the 21st CCLC program:**

*Delete This Stated Instructions Box Before Submitting*

Targeted School Names: Non-LEAs should indicate each of the schools the targeted population attends during the school day.
School Designations: Schools are identified as Comprehensive Support and Improvement or Targeted Support and Improvement. Please go to [http://www.gadoe.org/School-Improvement/School-Improvement-Services/State-School-Efficiency.aspx](http://www.gadoe.org/School-Improvement/School-Improvement-Services/State-School-Efficiency.aspx) for a list of school designations.
Grade Span of School: Indicates which grade levels (PK – 12) the school serves during the regular school day.
Enrollment Number: Indicates the total student enrollment of the indicated school.
% FRL: Provides the percentage of students receiving and/or eligible to receive free reduced lunch at the specified school.
Number of Students Targeted: Number of students targeted cannot exceed the number of enrolled students. In general, it is uncommon for 21st CCLC programs to serve more than 35% of the total school enrollment daily.
### Target Schools Chart – LEA Example

**Program Name:** Great County – 21st CCLC Program

**Schools Served Chart (2019-2020)**

<table>
<thead>
<tr>
<th>Served School(s) Name(s)</th>
<th>County</th>
<th>School Designation (e.g., CSS or TDS)</th>
<th>Quality School (e.g., 8-12)</th>
<th>Total Number of Students per School</th>
<th>Relocated or Transferred Students</th>
<th>% FRL</th>
<th>Number of Students from this school that will be served per day for the 21st CCLC program</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEF Elementary School</td>
<td>Great</td>
<td>CSS</td>
<td>K-6</td>
<td>487</td>
<td>Yes</td>
<td>90</td>
<td>125</td>
</tr>
</tbody>
</table>

**Targeted School Name:** Non-LEAs should include each of the schools the targeted population attends during the school day.

**School Designation:** Schools are identified as Comprehensive Support and Improvement or Targeted Support and Improvement.

Please go to [http://www.gadoe.org/School-Improvement/School-Improvement-Services/ProSchoolEffectiveness.aspx](http://www.gadoe.org/School-Improvement/School-Improvement-Services/ProSchoolEffectiveness.aspx) for a list of school designations.

**Grade Span of School:** Indicate which grade levels (PK-12) the school serves during the regular school day.

**Enrollment Number:** Indicate the total student enrollment of the indicated school.

**% FRL:** Provide the percentage of students receiving free or reduced lunch at the specified school.

**Number of Students Targeted:** Number of students targeted cannot exceed the number of enrolled students. In general, it is unassumable for 21st CCLC programs to serve more than 37% of the total school enrollment daily.

---

### Target Schools Chart – Non-LEA Example

**Program Name:** ABC – 21st CCLC Program

**Schools Served Chart (2019-2020)**

<table>
<thead>
<tr>
<th>Served School(s) Name(s)</th>
<th>County</th>
<th>School Designation (e.g., CSS or TDS)</th>
<th>Quality School (e.g., 8-12)</th>
<th>Total Number of Students per School</th>
<th>Relocated or Transferred Students</th>
<th>% FRL</th>
<th>Number of Students from this school that will be served per day for the 21st CCLC program</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEF Community Center</td>
<td>Great</td>
<td>CSS</td>
<td>6-12</td>
<td>1079</td>
<td>Yes</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>XYZ High School</td>
<td>Great</td>
<td>CSS</td>
<td>6-12</td>
<td>1079</td>
<td>Yes</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>123 Middle School</td>
<td>Great</td>
<td>NA</td>
<td>6-12</td>
<td>656</td>
<td>Yes</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>456 Middle School</td>
<td>Great</td>
<td>NA</td>
<td>6-12</td>
<td>702</td>
<td>Yes</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>

**Targeted School Name:** Non-LEAs should include each of the schools the targeted population attends during the school day.

**School Designation:** Schools are identified as Comprehensive Support and Improvement or Targeted Support and Improvement.

Please go to [http://www.gadoe.org/School-Improvement/School-Improvement-Services/ProSchoolEffectiveness.aspx](http://www.gadoe.org/School-Improvement/School-Improvement-Services/ProSchoolEffectiveness.aspx) for a list of school designations.

**Grade Span of School:** Indicate which grade levels (PK-12) the school serves during the regular school day.

**Enrollment Number:** Indicate the total student enrollment of the indicated school.

**% FRL:** Provide the percentage of students receiving free or reduced lunch at the specified school.

**Number of Students Targeted:** Number of students targeted cannot exceed the number of enrolled students. In general, it is unassumable for 21st CCLC programs to serve more than 37% of the total school enrollment daily.
### 3.1.3 Program Focus

**6 Points**

- Provide specific information outlining the focus of the program as defined by the results of the needs assessment process.

- Demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified needs gathered in the data collection and analysis process.

  *Be advised that no 21st CCLC program can target a population that excludes participants based on gender, race, or ethnicity.*
3.2 Budget

10 Points

- Budget Narrative and Summary (10 points)
- Reserve Operating Capital
- Non-LEA Applicants (New Applicants)
- Appropriateness of Salaries
- Administrative Positions
- Budget Allocations

Reserve Operating Capital

- Demonstrate capacity to sustain operations for a minimum of three months
  - (Funding amount/# months) x 3 = operating capital needed
- Supporting evidence must show necessary operating capital for a period of three consecutive months prior to submission
- Must complete the Working Capital Analysis worksheet (Appendix A)
- When completing this worksheet you will need your audited financial statements, financial statements that substantiate the amount of unrestricted net assets and cash and cash equivalents, and applicable bank statements (e.g. primary accounts-checking, savings) from the most current three months. (New Non-LEA)
The GaDOE reserves the right to reconfirm an application's financial information at any point during the review process and may request additional documentation as necessary for all applicants.
First Time Non-LEA Applicants Only

- Must submit a copy, in Appendix E, of the organization’s most recent year’s independently audited financial statements, including the:
  - Audit Opinion
  - Balance Sheet
  - Statement of Income
  - Form 990
  - Retained Earnings
  - Cash Flows
  - Notes to the Financial Statements
  - IRS Tax Exempt Status Letter, if applicable
3.2 Budget Narrative Summary

10 Points

- How the items within the budget support the goals of the program;
- How the requested funds were allocated for accomplishing tasks and activities described in the application;
- How the major costs indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;
- How 21st CCLC funds will supplement and not supplant other federal, state, and local funds, and other non-federal funds; and
- How the positions and salaries are reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures on salary determination.

If the applicant plans to implement a program income system, provide a detailed description of the program income system that will be implemented including purpose and costs. Please describe the rationale, the timeline, the rate and amount and how income will be generated.
Budget Allocation Requirements

• A maximum of 10% of each year’s budget can be allocated for activities related to the administration of the 21st CCLC subgrant. Please see Supplemental Form C, 21st CCLC Approved Chart of Accounts, for more information (function codes 2230, 2300 and 2500).
  – indirect cost rates, audit, fidelity bond, and national criminal background checks are not considered administrative expenses for this calculation;
• A maximum of 3% of each year’s original budget can be allocated for the external evaluator (function code 2900/300); and
• At least 65% of each year’s budget must be allocated to instruction and pupil services (function codes 1000 and 2100).

Budget Summary and Details Form

• All applicants must submit Budget Summary and Details for year one (FY20) and budget summary data for the next four years (FY21 through FY24) (Appendix A). Must include reduced funding in years 4 and 5 (FY23 and FY24)
• Details must include descriptions and cost breakdowns for each budget line item.
• Must utilize and follow the 21st CCLC Chart of Accounts on Supplemental Form C of the RFP document
### Sample Budget Detail

**FY20 RFP Budget Details**

- **Program Name:** eCCE (Early Childhood Complete Curriculum) Funding
- **School System:** Great Oak County School System
- **Budget Updated on:** 9/17/2018

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
<th>Budget Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Budget Summary

**Georgia Department of Education**

**21st Century Community Learning Centers**

**FY19 FY20 Budget Summary**

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Description</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1069</td>
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<td>5.91%</td>
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<td>$150,971</td>
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<td>2799</td>
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<td>$3,000</td>
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<td>0.00%</td>
<td>$3,000</td>
<td>0.00%</td>
</tr>
<tr>
<td>3660</td>
<td>Support Services</td>
<td>$4,900</td>
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<td>$5,000</td>
<td>0.00%</td>
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<td>0.00%</td>
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<td>0.00%</td>
<td>$5,000</td>
<td>0.00%</td>
</tr>
<tr>
<td>3750</td>
<td>Maintenance and Operation of Plant Services</td>
<td>$4,900</td>
<td>0.00%</td>
<td>$5,000</td>
<td>0.00%</td>
<td>$5,000</td>
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<tr>
<td>3780</td>
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<td>9600</td>
<td>Other Support Services</td>
<td>$4,900</td>
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<td>$5,000</td>
<td>0.00%</td>
<td>$5,000</td>
<td>0.00%</td>
<td>$5,000</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**Total:** $270,748 | 100.00% | $477,333 | 100.00% | $477,333 | 100.00% | $477,333 | 100.00% | $477,333 | 100.00% | $477,333 | 100.00%
### Budget Details – Online Sample

(For "Units", "Price", and "Amount", please enter only numbers, enter no dollar signs and no commas.)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Function</th>
<th>Units</th>
<th>Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>1000</td>
<td>1000</td>
<td>1</td>
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<tr>
<td>2020</td>
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<td>3</td>
<td>9000</td>
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<td>2020</td>
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<tr>
<td>2020</td>
<td>5000</td>
<td>5000</td>
<td>5</td>
<td>25000</td>
</tr>
</tbody>
</table>

### Budget Summary Online

(Enter only numbers, enter no dollar signs and no commas.)

<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
<th>Amount</th>
<th>%</th>
<th>Amount</th>
<th>%</th>
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<th>%</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>1000</td>
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<td>2</td>
<td>20000</td>
<td>2</td>
<td>20000</td>
<td>2</td>
</tr>
</tbody>
</table>

**A** Make sure all validations are TRUE.

**B** Check calculations and total values for accuracy.

**C** Click the "Save" button to save your changes.
Appropriateness of Salaries

- **All** salaries and hourly wages, including the Program Director and Site Coordinator, must be based on and reported using a percentage of time designated for the 21st CCLC program.
- Salaries and wages should be consistent with the policies/procedures of the applicant agency and documentation must be submitted, within Appendix A, to show that all salaries and hourly wages are comparable with other salaries and hourly wages within the demographic area, and or adhere to the applicants agency's policies, procedures or scales on salary determination of the proposed program (http://www.bls.gov/oes/current/oessrcma.htm).
- Non-exempt staff employed by a LEA should be compensated according to a pre-determined agreed upon rate (Rate-in-Effect method) for hours worked in the program.

Administrative Team

- The Program Director, or any other individual serving in an administrative role in your organization, shall not be an existing superintendent, principal, assistant principal, transportation director, CEO, or CFO whose salary will be reclassified to conduct 21st CCLC program activities.
- Be sure to follow your nepotism and conflict of interest policy for all staff.
Budget Guidance

• Program funds must be used to **supplement, not supplant**, other federal, state, and local funds that exist and support out-of-school hour programing:
  • Funds cannot be used to support or replace existing programs, activities and/or services, rather they can only be used for new populations and/or new programs and services.
  • Regardless of the size of the grant, all proposed costs must be **reasonable, necessary, and allocable** to carry out the program’s purpose and objectives.
  • Applicants may only use grant funds during the grant award period. Costs incurred outside of the grant award period are the responsibility of the subgrantee.

Allowable Expenses

• Program funds must be used for activities that directly support the accomplishment of the program purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.
  • Funds may be used for operational expenses such as:
    • Personnel and personnel benefits
    • Staff development and training
    • Consultants, subcontractors, and evaluators
    • Classroom equipment, materials, and supplies
Unallowable Expenses

• **Examples**: preparation of the proposal, pre-award costs, entertainment, refreshments, snacks, incentives, promotional or marketing items, capital improvements.

• Please see FY20 RFP Section 3.2.6 for additional examples of unallowable expenses; however, it is **not** an all-inclusive list. Unallowable expenses cannot be paid by the grant.

• Please email any questions to 21stCCLC@doe.k12.ga.us

Non-LEA Applicants ONLY

Must also provide in **Appendix E**:

- A statement as to whether there is any pending litigation against the organization. If litigation does exists, applicant must attach in **Appendix E** an opinion of counsel as to whether the pending litigation may impair the organization’s performance under this RFP.

- A statement as to whether the organization or any of the organization’s employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled *nolo contendere* to any felony, and if so provide an explanation with relevant details.
Non-LEA Applicants ONLY

- Must also provide a statement in Appendix E of their intention to procure and submit subsequent evidence to GaDOE, no later than 60 days after the date of the grant award, and maintain throughout the duration of the grant the following:
  - A Fidelity Bond in the amount of 25% of the annual award in favor of GaDOE to insure the applicant’s performance under the grant; and
  - An insurance policy providing no less than $1,000,000 of General Liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage
    - See guidance in Section 2.1 of the RFP if you anticipate having multiple subgrants
  - Non-LEA applicants must also complete and submit the Non-Profit or For-Profit Organization Financial Management Questionnaire. This form assists the GaDOE in determining whether an organization is financially capable of administering a grant and performing services.

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.
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”
Measureable 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.

Measureable 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 proficient learner 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
## Goals

### Example

**1) Improve academic achievement**

- **Goal:** 80% 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.

### Measurable Objectives

- **Examples:**
  - Georgia Milestones Assessment, pre- and post-assessments, and report card grades.

### Measurement Tools

- **Examples:**
  - a) Homework assistance
  - b) Arizona Today reading computer based assessments/activities
  - c) Book Club
  - d) Individualized reading and tutoring

### Activities

- **Example:**
  - 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

### Timeframe

- **Example:**
  - 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

---

### 2) Improve Student Behavior

- **Goal:** Students per site will meet or exceed the district’s average school day attendance.

### Measurable Objectives

- **Examples:** School information system attendance records, discipline records, behavior charts.

### Measurement Tools

- **Examples:**
  - a) Small group discussion
  - b) Character education lessons
  - c) Peer mentoring
  - d) Social and emotional enrichment activities

### Activities

- **Example:**
  - 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

### Timeframe

- **Example:**
  - 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

- **Goal:** 75% of parents will improve understanding of child’s academic progress.

### Measurable Objectives

- **Examples:** Parent evaluations, pre- and post results of parent surveys.

### Measurement Tools

- **Examples:**
  - a) Student led conferences
  - b) Family Math Night
  - c) Family Newsletter
  - d) Staff development to build communication strategies

### Activities

- **Example:**
  - a) Once per quarter
  - b) Monthly throughout the project year
  - c) Monthly throughout the project year
  - d) Monthly throughout the project year

### Timeframe

- **Example:**
  - a) Once per quarter
  - b) Monthly throughout the project year
  - c) Monthly throughout the project year
  - d) Monthly throughout the project year

---

## Goals and Objectives Chart

**Online**

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## 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.
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.
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).
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.
3.3.4 Staffing and Professional Development

- 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 FY20 RFP for additional information.

FY20 RFP Section 3.3.5

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3.3.5 Advisory Council and Operating Partnerships

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Organization Type</th>
<th>Contribution Type</th>
<th>Contribution Amount</th>
<th>Align to Need/Goal</th>
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</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>
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</table>

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

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<th>Contribution Type</th>
<th>Contribution Amount</th>
<th>Align to Need/Dual</th>
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<tr>
<td>Georgia's Forensic Science Center</td>
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<td>In-kind</td>
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<td>Fiscal</td>
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<tr>
<td>University of Georgia</td>
<td>University</td>
<td>Fiscal</td>
<td>$10,000</td>
<td>3</td>
</tr>
</tbody>
</table>

3.3.5 Advisory Council and Operating Partnerships

Memorandum of Agreement (MOA)

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

Each MOA MUST contain the following:

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

- Applicants must submit MOAs for each identified partner, LEA, and school served
- Each MOA must be signed by the partner, LEA or school and must be included in Appendix C.

For example, an LEA must submit a signed MOA between itself and the school(s) served.

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)
  - Applicants must advertise their intent to apply in order to meet federal guidelines.
  - The timeline for dissemination
  - The method of dissemination
  - Who is responsible for dissemination
  - How the information will be disseminated in various languages, if applicable,
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

• 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

3.4 Evaluation

10 Points

• All grantees must use external evaluators to conduct the evaluations of their programs.

  • Must be an individual, agency, or organization with no vested interest in the 21st CCLC:
    ✓ This requirement includes, but is not limited to, the original application writer(s), family members of applicants and/or family members of partners, employees of applicant and/or employees of applicant’s partners

  • Contracts cannot exceed 3% of the annual grant award amount and must be limited to an individual fiscal year with options for renewal during subsequent years.
3.4 Evaluation Narrative

- Describe the qualifications of the evaluator
- Describe how you will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives that also meets GaDOE’s evaluation expectations
- The plan must be based on the established performance measures identified in the ‘Goals, Objectives, Activities, and Timeframe’ table
- Must also incorporate the requirements detailed in ‘GaDOE’s expected reporting outcomes’ of the FY20 RFP (Section 3.4.2 and Section 3.4.3):
  - Formative and Summative Evaluation Requirements

Must also address:
- Assessment of progress towards each objective identified in the grant narrative
- Detailed methods anticipated for data collection (e.g., who will collect data, how they will collect data)
- Identification of specific measures and data sources that will be used to measure progress towards each objective
- Proposed timeline for collecting data to establish continuous and overall assessment of objective progress
3.4 Evaluation Narrative

- Identification of benchmarks that will be used to monitor progress towards objectives

- Information about when the reports of results and outcomes will be available (written formative and summative reports)

- Indication of how information will be used by the program to monitor progress and strengthen program as well as provide information to stakeholders about success at the program site(s)

3.4 Evaluation Narrative

- Applicants must also demonstrate their capacity and willingness to provide all requested evaluation data to GaDOE and the United States Department of Education

- In addition, applicants must provide a description explaining how the results of the evaluation will be:
  - used to refine, improve, and strengthen the program and/or to refine the performance measures;
  - made available to the public upon request
4. 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 ‘FY20 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 Submission

21st Century Community Learning Center Program Request for Proposals (RFP)

A login and password are required to complete and submit an application using this website.

If you do not yet have a login and password, complete the "Notice of Intent to Apply.

To access your account for the FY20 RFP enter login and password below:

Login:  
Password: 
Login

The Login and Password ARE CASE SENSITIVE

RFP DOCUMENTS: To download a copy click on the links below:

DOWNLOAD A COPY OF THE RFP DOCUMENT
DOWNLOAD A COPY OF THE READER SCORING RUBRIC
TECHNICAL GUIDANCE FOR COMPLETING THE RFP
(If you downloaded technical directions first.)

Technical guidance for creating/uploading PDF documents

For technical support call the GDEN Help Desk at 404-656-8989 or email: gaden1@doe.k12.ga.us
Online Submission

• Download and review RFP document, Technical Assistance Guide and Readers Scoring Rubric

• Request login/password

• Submit your Intent to Apply by October 31, 2018 by 5:00 pm
Additional Resources

Online Resources governing grant administration and the 21st Century Community Learning Centers

• Program Statute - Title IV, Part B of Every Student Succeeds Act (ESSA)

• EDGAR - Education Department General Administrative Regulations

• Uniform Guidance

• OMB Circulars
  http://www.whitehouse.gov/omb/circulars/index.html

Additional Resources

• GEPA - General Education Provisions Act
  http://www4.law.cornell.edu/uscode/html/uscode20/usc_s
  up_01_20_10_31.html

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

• 21st CCLC Online Submission Website
  www.ga21cclc.org
FY20 RFP Training

<table>
<thead>
<tr>
<th>Date</th>
<th>Webinar Training</th>
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<tbody>
<tr>
<td>October 5, 2018</td>
<td>Webinar Training #1: Training and guidance for completing the RFP through electronic submission</td>
</tr>
<tr>
<td>October 19, 2018</td>
<td>Webinar Training #2: Training and guidance for completing the Needs Assessment section of the RFP</td>
</tr>
<tr>
<td>November 2, 2018</td>
<td>Webinar Training #3: Training and guidance for completing the Budget section of the RFP</td>
</tr>
<tr>
<td>November 16, 2018</td>
<td>Webinar Training #4: Training and guidance for completing the Program Plans and Implementation section of the RFP</td>
</tr>
<tr>
<td>November 30, 2018</td>
<td>Webinar Training #5: Training and guidance for completing the Evaluation section of the RFP</td>
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All RFP Webinars start at 2:00 p.m.
*Links to webinars can be found in FY20 RFP Section 1.5 Timeline of Activities

We will maintain a FAQ document on the GaDOE website

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx

A link to the evaluation will be emailed to you soon.

Thank you for attending!
We wish each of you the best of luck!
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