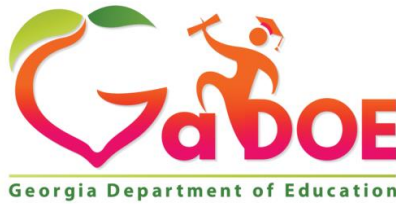![Georgia Department of Education - GaDOE logo]

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education
Office of Federal Programs
21st Century Community Learning Centers
2019 - 2020 (FY20) Cohort
Request for Proposal

Georgia's 21st Century Community Learning Centers

Soaring Beyond Expectations

Release Date:	**September 14, 2018**
Intent to Apply Due Date:	**October 31, 2018**
Application Due Date:	**January 30, 2019 at 5:00 p.m. EST**

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

M E M O R A N D U M

To: Prospective Subgrantees for 21st Century Community Learning Centers Program

From: Craig Geers, Associate Superintendent, Federal Programs

Date: September 14, 2018

Subject: 21st Century Community Learning Centers FY20 Request for Proposal

The Georgia Department of Education (GaDOE) is pleased to announce the release of the 21st Century Community Learning Centers (CCLC) FY20 Request for Proposal (RFP). The RFP contains the guidelines that should be followed when applying for a subgrant under this program. The RFP, including all required supporting material, may be found on the 21st CCLC website at http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx.

The 21st CCLC program is authorized under Title IV, Part B of the Every Student Succeeds Act (ESSA). The purpose of the program is to provide opportunities for academic enrichment activities during non-school hours or periods when school is not in session, such as before and after school or during summer recess, particularly for students who attend low-performing schools. 21st CCLC programs also offer students a broad array of additional services, programs and activities that are designed to complement the regular academic program such as youth development activities, counseling programs, arts, music, physical fitness and wellness programs, financial literacy programs, environmental literacy programs, career and technical programs. 21st CCLC programs also offer families opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and related educational development.

Prospective subgrantees are encouraged to attend both online and in-person meetings during which guidance will be provided for completing and submitting a program proposal. The GaDOE will offer a kick-off informational webinar session on *September 14, 2018 at 2:00 pm*. Please visit https://attendee.gotowebinar.com/register/9080621735856335107 to register for the kick-off webinar to learn more information about additional 21st CCLC RFP training sessions. Prospective subgrantees may also register for **one** of four in-person technical assistance workshops being offered throughout the state on *September 17, 2018* and *September 18, 2018* and *September 21, 2018*. Please refer to the registration form on the 21st CCLC website or see *Supplemental Form E* of this application for more information. Prospective subgrantees should only register for **one** of the four meeting sites.

During the grant cycle covered by this RFP release, the GaDOE anticipates funding approximately 80 programs (approximately $25-27 million). The GaDOE expects to recommend approval of its new subgrantees at the July 2019 meeting of the State Board of Education (SBOE). Upon approval, an award letter will be sent to the subgrantees. Thereafter, all approved subgrantees must attend a mandatory meeting. The award letter will include specific information on the meeting date and time. A set of important dates and activities are provided within the application package.
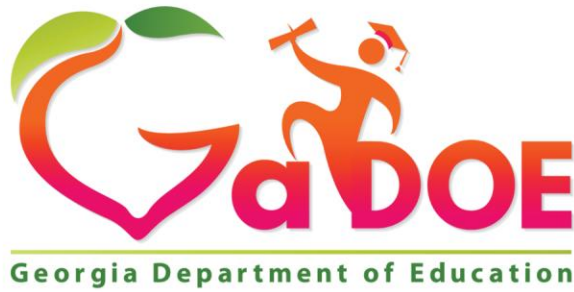
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Georgia's 21st Century Community Learning Centers

Soaring Beyond Expectations

21st Century Community Learning Centers
2019-2020 (FY20) Cohort
Request for Proposal

Application Deadline:
Wednesday, January 30, 2019 at 5:00 p.m. EST
**Applications must be <u>received</u> no later than January 30, 2019 at 5:00 p.m.
This includes all submissions, both paper and online.**

Table of Contents

PART 1. GENERAL INFORMATION

1.1 Program Purpose and Goals

The 21st Century Community Learning Centers (CCLC) program is authorized under Title IV, Part B of the Every Student Succeeds Act (ESSA). The purpose of the program is to assist and support students academically by providing them with academic enrichment activities and a broad array of other activities during non-school hours or periods when school is not in session. The program's goals are to:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The U.S. Department of Education has specified student outcomes and program implementation targets related to the goals of the program. The Georgia Department of Education (GaDOE) reports annually on the progress subgrantees are making toward meeting the targets. Successful applicants are expected to provide data on student and implementation indicators and federal targets as identified on the most recent Federal Performance Plan, which can be found at http://www.ed.gov/programs/21stcclc/performance.html.

1.2 Proposal Workshops

The GaDOE will be hosting a kick-off informational webinar session to review the application requirements on September 14, 2018 at 2:00 p.m. Please click here to register.

The GaDOE will be hosting regional technical assistance workshops on September 17, 2018, September 18, 2018 and September 21, 2018 to assist potential applicants with furthering their understanding of the program and the application process. There is no registration cost for the

workshops; however, registration is required (see *Supplemental Form E*). You may also find the registration form online at www.GA21CCLC.org. Locations are noted on the registration form. **Proposal workshop participation is not required to submit an application but is highly encouraged.**

1.3 Notice of Intent to Apply

All entities planning on submitting an application should submit a Notice of Intent to Apply via the website or by filling out and mailing or emailing *Supplemental Form A*. **The Notice of Intent to Apply must be received by 5:00 p.m. EST, Wednesday, October 31, 2018.** You may submit your intent to apply one of three different ways:

1. Internet: www.GA21CCLC.org
2. Email: 21stCCLC@doe.k12.ga.us
3. Mail: **Georgia Department of Education**
   21st Century Community Learning Centers Program
   205 Jesse Hill Jr. Drive, S.E.
   Suite 1862 Twin Towers East
   Atlanta, Georgia 30334

The Notice of Intent to Apply is not required in order to apply but necessary to assist the GaDOE in planning purposes and preparations for application scoring.

1.4 Application Formatting and Submission Information

This application information package was developed by the GaDOE and contains all of the forms and instructions necessary to apply for a subgrant under the 21st CCLC program. Please review the enclosed materials and carefully follow the instructions for completing the subgrant application. Before submitting the application, review the application requirements to ensure that all sections and documents are complete.

Electronic Submission

The electronic submission deadline is **Wednesday, January 30, 2019 at 5:00 p.m. EST.** The application must be **submitted on or before** the deadline date and time at www.GA21CCLC.org. Applicants will receive a confirmation email once their application has been received. **Applications received after the deadline will not be eligible for funding.**

Paper Submission

Applicants may submit their applications in paper format by Wednesday, January 30, 2019 at 5:00 p.m. Please mail or hand-deliver your paper application to the following address:

Georgia Department of Education
21st Century Community Learning Centers Program
Keisha Barnett, Administrative Assistant
205 Jesse Hill Jr. Drive, S.E.

The GaDOE is required to enforce the established submission deadline to ensure fairness to all applicants. Faxed applications are not acceptable and will not be reviewed by the GaDOE. **Please note that applicants must choose to submit either a paper submission <u>or</u> an electronic submission, <u>but not both for the same application</u>.**

To ensure your application is received by the deadline, please allow adequate time for parking and time to proceed through building security procedures.

It is the responsibility of the applicant to ensure and verify that the application package, in its entirety, is received by the deadline. Due to the periodic disruptions to normal mail delivery, we strongly encourage the use of an alternative method (e.g., a commercial carrier such as Federal Express or UPS, U.S. Postal Service Express mail, a courier service or personal delivery) to deliver application packages to the GaDOE.

Supplemental or revised application information, either from the applicant agency itself or other source(s), will not be accepted. An application package must contain every element intending to be submitted. Applicants are encouraged to carefully review the procedures for submitting their materials. No changes or additions to an application will be accepted once it is received by the GaDOE.

Applicants are strongly encouraged to submit only the requested information. Readers will have limited time to evaluate applications; and for that reason, their consideration of the application against the selection criteria will focus solely on the required sections of the application and the appendices. Supplementary materials such as videotapes, CD-ROMs, publications, press clippings, and testimonial letters will not be reviewed, nor will they be returned to the applicant.

Before applications are forwarded to the readers, GaDOE staff will review paper applications for formatting and submission requirements. In order to be read and scored, all paper applications must follow the formatting and application submission directions as detailed below. Please be advised that **applications that fail to contain any of the required elements will not be given to readers for scoring.** Please see the *FY20 21ˢᵗ CCLC Required Elements Checklist* (*Supplemental Form D*) for mandatory application components. Applicants that do not proceed to be scored by the readers in the FY20 RFP may apply for funding during the next RFP.

Formatting and Submission Directions for Paper Applications

Applicants are encouraged to submit using the following parameters:

- Submitted on 8.5" x 11" white paper using 12-point Times New Roman font;
- Formatted using 1" margins on all sides;
- Portrait setting (see narrative requirements for information about Goals, Objectives, Activities, and Timeframe table that must be landscape formatted);
- Double-spaced and single-sided (pages must be numbered in the footer in the lower right-hand corner);

Applicant must:

1. Submit **one (1)** non-stapled, complete **original** application with full original signatures preferably in blue ink, secured solely by a single binder clip at the top;

2. Submit **five (5)** non-stapled **copies** of the complete application, secured by individual binder clips at the top of each application copy;

3. *Not* submit any documents using rubber bands, paperclips, staples, 3-ring or spiral binders, or envelopes; and

4. Assemble the application in the order presented in the 21st CCLC FY20 *Request for Proposal (RFP) Checklist* (Form 3).

This grant competition is highly competitive. Applicants should ensure that all guidelines and requirements are met before submitting applications. Please note that the GaDOE staff will not grant permission to applicants to change the criteria established in the application. This includes extending the date and time applications are due.

1.5 Timeline of Activities

The 21st CCLC program expects to recommend approval of new subgrantees at the July 2019 meeting of the State Board of Education (SBOE). All new subgrantees approved for funding by the SBOE at that time must attend subsequent mandatory meetings for subgrantees. An award letter will be sent to subgrantees confirming the SBOE's action. This letter will include specific information on these meeting dates and times. Important dates and activities related to this round of applications are listed on the following page.

Important Dates	Activity	Phase
September 14, 2018	Application will be released and available on our web site at: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx	Open Application Phase
September 14, 2018 at 2:00 pm	Go To Webinar informational kick-off session Click here to register	Open Application Phase
September 17, 2018 at 9:00 am September 18, 2018 at 9:00 am September 21, 2018 at 9:00 am	FY20 Application Technical Assistance Workshop Meeting for New Competitive Grant Applicants (*Supplemental Form E* or register online at www.GA21CCLC.org)	Open Application Phase
October 5, 2018 at 2:00 pm	Webinar Training #1: Training and guidance for completing the RFP through electronic submission Click here to register	Open Application Phase
October 19, 2018 at 2:00 pm	Webinar Training #2: Training and guidance for completing the Needs Assessment section of the RFP Click here to register	Open Application Phase
October 31, 2018 by 5:00 pm	Intent to Apply Due (*Supplemental Form A* or submit online at www.GA21CCLC.org)	Open Application Phase
November 2, 2018 at 2:00 pm	Webinar Training #3: Training and guidance for completing the Budget section of the RFP Click here to register	Open Application Phase
November 16, 2018 at 2:00 pm	Webinar Training #4: Training and guidance for completing the Program Plans and Implementation section of the RFP Click here to register	Open Application Phase
November 30, 2018 at 2:00 pm	Webinar Training #5: Training and guidance for completing the Evaluation section of the RFP Click here to register	Open Application Phase
January 30, 2019 by **5:00 pm EST**	Electronic submissions due and must be submitted online at www.GA21CCLC.org. Paper submissions due and must be received via mail or hand delivered.	Open Application Phase
February 4, 2019	Review of application components by 21st CCLC program staff	Phase 1
February 19, 2019*	Readers training and eligible applications will be given to readers for scoring	Phase 2
February 20-March 13, 2019*	Readers review and score all eligible applications	Phase 2
March 14, 2019*	Federal compliance review and analysis of applications by 21st CCLC program staff	Phase 3
March 29, 2019*	Potential new subgrantees who have received the minimum prerequisite score will be contacted for interviews. Non-grant award notifications delivered	Phase 3
April 8, 2019*	Interviews of potential new subgrantees begins	Phase 3
July 18, 2019*	Recommended subgrantees submitted to SBOE for action	Phase 3
July 19, 2019*	Award letters mailed to subgrantees	Final Phase

***date may be subject to change**

1.6 Resources

- U.S. Department of Education 21st CCLC website
  http://www.ed.gov/programs/21stcclc/index.html

- Information on GaDOE's 21st CCLC program
  http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx

- Georgia Department of Education – Federal Programs
  http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx

- Georgia Department of Education – Division of School and District Effectiveness
  http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx

- Georgia Department of Education – Accountability
  http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx

- Education Department General Administration Regulations website
  http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html

- Uniform Grant Guidance
  http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html

Questions

If you have any questions or concerns, please contact:

Nathan Schult, Program Manager
nschult@doe.k12.ga.us or 21stCCLC@doe.k12.ga.us
(404) 232-1197
Georgia Department of Education
21st Century Community Learning Centers Program
205 Jesse Hill Jr. Drive, S.E.
Suite 1862 Twin Towers East
Atlanta, Georgia 30334

PART 2. APPLICATION DETAILS

2.1 Eligibility Criteria

Any public or private organization is eligible to apply for a 21st CCLC subgrant. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to:

- Local school districts, also referred to as local educational agencies (LEAs)
- Charter schools
- Indian tribe or tribal organization
- Educational consortia,
- Non-profit agencies,
- City or county government agencies,
- Faith and community-based organizations,
- Institutions of higher education, and
- For-profit corporations

A previously funded 21st CCLC program whose subgrant is ending in FY19 is eligible to apply for new grant funds. However, such programs should understand that they will follow the competitive process for determining new subgrant awards and no special consideration will be given for having received a prior subgrant. In addition, previously funded subgrantees must have resolved all audit findings and submitted all program information, end of program reports, and grant completion reports through the Grants Accounting Online Reporting System (GAORS) before new or additional funding can be awarded. Any 21st CCLC subgrants that have been terminated by GaDOE are not eligible to reapply for three consecutive school years from the effective date of termination.

Any person who or organization that is debarred from receiving federal funds is not eligible to apply for a 21st CCLC program subgrant. Please visit www.SAM.gov for more information. Applicants must sign the *Program Specific Assurances* form in Appendix D, which contains debarment assurance language.

2.2 Official Subgrantee

Applications may be submitted jointly by a variety of agencies and organizations. However, please note that the single official subgrant award recipient is the designated fiscal agent. Therefore, any grants awarded will be in the name of the fiscal agent. The designated fiscal agent must be identified on the cover page of the application.

2.3 Good Standing

Applicants that previously received a grant award must be in good standing with GaDOE in order to receive a grant award through this RFP. To be in good standing, applicants must have submitted all final evaluation reports and data as required, certified annual performance reporting (APR) data, finalized all monitoring review correction actions, submitted all requests for

reimbursement of allowable expenditures following GaDOE's reimbursement process, and submitted a budget Completion Report. If an applicant is not in good standing, then its application will not proceed to Phase 2 of the application process.

2.4 Program Activities

Each eligible organization receiving an award will use the funds to carry out a broad array of before- and after-school, summer, weekend, and/or holiday activities that advance overall student achievement and support student success, including -

1) 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;

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

3) Literacy education programs, including financial literacy programs and environment literacy programs;

4) Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

5) Services for individuals with disabilities;

6) Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;

7) Cultural programs;

8) Telecommunications and technology education programs;

9) Expanded library service hours;

10) Parenting skills programs that promote parental involvement and family literacy;

11) Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

12) Drug and violence prevention programs and counseling programs;

13) 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

14) Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) as reauthorized by the Strengthening Career and Technical Education for the 21st Century Act (H.R. 2353) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)

Applicants are also obligated under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act to ensure that their proposed community learning center program is accessible to persons with disabilities.

2.5 Fidelity to the Application

Subgrantees will have very limited ability to change the program operating plan and scope of services as originally outlined in the application, scored by reviewers during the application review process, and approved by the SBOE. This policy is designed to provide basic fairness to applicants for discretionary subgrants. Any changes subsequent to receiving the award will be required to go through a formal program amendment and approval process.

2.6 Georgia's Afterschool and Youth Development Quality Standards

The Georgia Afterschool and Youth Development (ASYD) Quality Standards, developed in collaboration with over 70 state and local agencies, work to ensure that Georgia's afterschool and youth development programs provide high quality environments and experiences that will benefit youth academically, emotionally and socially. Georgia's ASYD Quality Standards are informed by research and developed to ensure that each standard and the supporting indicators are evidence-based, reflect current best practice, correlate with positive outcomes for youth and are designed to be applicable to almost any afterschool program, including 21st CCLC.

The Georgia ASYD Quality Standards are organized into nine quality elements that shape the characteristics of a high-quality program.

1. Program and Youth Development
2. Linkages with the School Day
3. Environment and Climate
4. Relationships
5. Health and Well Being
6. Staff and Professional Development
7. Organizational Practices
8. Evaluation and Outcomes
9. Family and Community Partnerships

Applicants are strongly encouraged to review the standards and incorporate them throughout the application. Although point values are not specifically assigned to the use of the standards, the

scoring rubric closely resembles many of the best practices included in the various standards and guidelines. Please visit http://georgiaasyd.org/ to view and download the Georgia ASYD Quality Standards.

2.7 Absolute Priority

The GaDOE awards subgrants only to applicants primarily serving students who attend schools with a high concentration of low-income students and families. For the purpose of this application, a high concentration of low-income students and families is defined as a poverty percentage (i.e., the percentage of students eligible for free or reduced price meals) of 40% or greater as determined by school enrollment or the participating attendance area. For additional information on the poverty statistics of eligible schools, please visit https://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form

2.8 Competitive Priority

Competitive priority points will be awarded to those applicants that meet very specific criteria. These points and criteria are listed below and will be given by adding additional points to applications meeting these criteria. Please note that competitive priority points will be added **only** after the application has met the minimum quality score of 240. Applications not meeting the minimum quality score requirement will not be eligible to receive funding even if the competitive priority points cause the application to reach the minimum quality score.

Competitive Priority Points:

1. Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one other eligible entity. In order to waive the partnering requirement and still receive this priority, an LEA must provide a 1-page narrative to demonstrate that it is unable to partner with a community-based organization that is located within the attendance zone of the school(s) served by the program and that offers quality services aligned with proposed program plans and goals (5 points);
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): CSI Schools – 4 points per school and TSI Schools – 3 points per school. 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. (Maximum amount of points awarded for this priority is 10 points);
3. Program is proposing to serve students from grades 9, 10, 11, **and** 12 (5 points);
4. Program is proposing to serve participants in a county that is not currently receiving 21st CCLC funding in FY19. Please see *Supplemental Form F* for a list of counties eligible for this priority (5 points); and
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)

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 or co-applicant. To be considered as a joint or co-applicant, there must be evidence that:
1. The LEA and at least one other organization collaborated extensively in the planning and design of the program;
2. Each co-applicant organization has substantial roles to play in the delivery of services;
3. All co-applicant organizations share grant resources to carry out their roles;
4. All co-applicants have significant and ongoing involvement in the management and oversight of the program; and
5. An agreement among the co-applicants and the fiscal agent has been signed that specifically states that the fiscal agent cannot act as 'flow-through' for grant funds and does not subgrant to other recipients. For example, applicants are not permitted to subgrant a significant portion of their award to a single entity (**Appendix C**).

All applicants must complete the 21st CCLC FY20 *Competitive Priority Worksheet* (Form 2) and place it after the *Cover Sheet* (Form 1). Applications that meet the criteria above will receive points as indicated for each criterion met.

Please note that all applicants that are recommended for approval by the GaDOE are subject to the approval of the SBOE. Awards will be determined based on rank (highest score first) and available funding. Therefore, it should be noted that a score of 240 or higher does not guarantee funding. After the selection process, all applicants that were not awarded funding will receive copies of the readers' scores and comments. This information will be sent to the individual identified as the applicant contact person on the *Cover Sheet* (Form 1).

The GaDOE website (http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx) contains information on school designations (CSI and TSI) and Title I information. Please see *Supplemental Form B* for a complete list of competitive priority points and how they will be calculated.

2.9 Grant Period

A subgrant award is made available for an approved project period of five years contingent upon the availability of continued funding, evidence of progress as documented in the annual evaluation report, increased student achievement as documented in the required common data elements, and adherence to the annual *Specific Program Assurances* in Appendix D. Please note that a subgrantee approved by the SBOE may not charge expenses to its 21st CCLC grant before the beginning of the grant period.

2.10 Award Amounts

During the grant cycle covered by this RFP release, the GaDOE anticipates funding approximately 80 programs (approximately $25-27 million). Funds are subject to appropriations by the federal government. Applicants may request funds ranging from $50,000 to $350,000 per year based on need and proposed services to the target population. All approved applicants will 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.

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 FY23.
Example 3. If a program applies for and receives $50,000, it will receive $50,000 per year for the duration of the grant.

When determining the amount to be requested, applicants are required to consider the needs of the community and the number of students to be served, as well as contributions of partners in the community. A reduction in funding for years two and three is not required. All applicants must submit budgets and sustainability plans based upon the reduced funding level for years four and five of the subgrant. Applicants **must** complete the *Funding Request Worksheet* for **EACH** proposed site. This form will be placed in **Appendix A.**

Please note that fiscal agents are permitted to submit more than one application; however, each fiscal agent is limited to five subgrant awards for this competition. Fiscal agents are permitted to submit more than five applications; however, only a 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 five applications and more than five applications are on the list of projected awards, those applications ranked 6th or higher (i.e., 7th, 8th, 9th, etc.) for that fiscal agency will not be funded.

2.11 Expanded Learning Time

For this competition, the GaDOE will not offer the option under Section 4204 (2) to award subgrants for Expanded Learning Time (ELT). ELT programs provide students with at least 300 additional hours before, during, or after the traditional school day and should not supplant regular school day requirements. ELT is not offered because the FY20 21st CCLC RFP emphasizes the importance of low teacher to student ratios to provide enrichment services that complement the regular school day curriculum. As a research-based intervention, out-of-school time programs should leverage the full flexibility of allowable activities to engage youth and provide high-quality programs in support of enhanced student learning. Therefore, the FY20 RFP will award grants for programs offered to students outside of the school day that complement, not extend, the regular school day.

2.12 Matching Funds and Sustainability

Matching funds, which include state, federal, private, and other alternative funding, are not required to apply for a 21st CCLC program subgrant; however, a formal sustainability plan is a requirement of the 21st CCLC program. For the purpose of this application, a sustainability plan is the applicant's plan for continuation of the 21st CCLC program after federal funding ends. In addition, subgrantees will be required to submit an updated sustainability plan in their annual evaluation reports.

Community partners and organizations can be critical links to sustaining 21st CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine how best to leverage resources within the community for long term continuation of the program.

2.13 Program Fees

Please note that programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge parents or guardians fees may not prohibit any family from participating due to its financial situation. Participation fees should be nominal. The priority of the program is to serve students who attend low-income and low-performing schools; therefore, families' ability to participate could be compromised through program fees. No child can be excluded from the program even if the student's family is incapable of paying the nominal fee. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund direct, 21st CCLC allowable program activities specified in the approved grant application. In addition, applicants are prohibited from charging students membership fees. Applicants must describe the proposed program income system that will be implemented as part of the FY20 RFP submission in the *Budget Narrative* section. All programs must receive annual approval, in writing, from the GaDOE prior to implementing a fee-based system.

2.14 Use of Funds

Funds are used for program implementation, as well as for operating expenses such as:

- Personnel and personnel benefits;
- Staff development and training;
- Consultants, subcontractors and evaluators; and
- Classroom equipment, materials, and supplies.

Funded applicants must attend mandatory trainings on the budget and operational requirements set forth in the Education Department General Administrative Regulations (EDGAR) and the applicable Uniform Grant Guidance 2 C.F.R. Part 200.

Subgrantees should be aware that funds must be used in a manner consistent with all requirements of the statute and must be used only to supplement, not supplant, any federal, state,

local, or non-federal funds available to support activities allowable under the 21st CCLC program. For example, an existing program may use funds to increase the number of students it serves, but it cannot use funds to solely serve the same population and provide the same scope of services currently provided.

Budget Allocation Requirements

All applicants' budgets must meet the following three requirements:

1. 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, *FY20 21st CCLC Approved Chart of Accounts* for more information. Administrative expenses (function codes 2230, 2300 and 2500) should be within 10% of your annual budget; however, indirect cost rates, audit, fidelity bond, and national criminal background checks are <u>not</u> considered administrative expenses for this calculation;
2. A maximum 3% of each year's budget (excluding carryover) can be allocated for the external evaluator (function code 2900/300); and
3. At least 65% of each year's budget must be allocated to instruction and pupil services (function codes 1000 and 2100).

2.15 Fiscal Requirements

It is important to note that this is a <u>reimbursement</u> only grant, meaning all subgrantees must initially expend their own funds prior to receiving reimbursement from the GaDOE. The GaDOE will not reimburse a subgrantee for expenditures that are not allowable under the 21st CCLC program or for expenditures that were not approved in its budget. Therefore, it is a requirement that all applicants have the necessary capital to sustain full program operations for a minimum of three months. This is accomplished by demonstrating availability of these funds for the three consecutive month period prior to submission of the application**.** Applicants must complete the *Working Capital Analysis Worksheet* in **Appendix A** and are required to submit supporting financial documents as instructed and identified on this form. Completing this form will allow applicants to determine if they have the three months of working capital that is required to support the level of funding requested. **Applicants that answer "No" to Question One on this form will not be eligible to apply for 21st CCLC funding as they do not have the amount of required capital.** The supporting documentation submitted by the applicant will be reviewed during Phase 3 of the application process. However, the GaDOE reserves the right to reconfirm an applicant's financial information at any point during the review process and may request additional documentation. New Non-LEA applicants (i.e. applicants that the fiscal agent is not a school district) must provide copies of the most recent financial statements that substantiate the amount of cash and cash equivalents and include copies of applicable bank statements (e.g., primary accounts – checking, savings) from the most current three months.

If the information entered by the applicant on the Working Capital Analysis Worksheet does not match the supporting documentation, the applicant may be prevented from moving forward in the application process. Applicants are strongly encouraged to complete this form very early in

the application writing phase, but after the completion of the Funding Request Worksheet, to ensure they meet basic eligibility requirements.

Estimated formula for calculating operating capital (the Working Capital Analysis Worksheet follows this formula):

Total Funding Amount Requested / number of months = required operating capital per month.

Example: Total Funding Amount Requested ($300,000) / 9 months, if no summer program = $33,333 per month
Example: Total Funding Amount Requested ($300,000)/ 10 months, if summer program = $30,000 per month

Non-LEA applicants must also complete and submit the *Non-Profit Financial Management Questionnaire* or *For-Profit Organization Financial Management Questionnaire*. This form assists the GaDOE in determining whether an organization is financially capable of administering a subgrant and performing services. Please see **Appendix E.**

The Georgia Online Reporting System (GAORS) and the Consolidated Application portal are the required reporting and accounting systems designated by the GaDOE to help ensure uniform, standard and accurate reporting of fiscal data on the use of funds. These are web-based reporting tools.

2.16 Responsibilities of a Fiscal Agent

The following are some of the expectations, roles, and responsibilities of a fiscal agent:

1. As the official subgrant recipient, all awards must be adopted by the Local Board of Education for LEAs or the Board of Directors for non-LEAs.
2. Administer the subgrant from award to closeout in accordance with all applicable laws and regulations.
3. Serve as the organizational representative and point-of-contact for all business management aspects of the award agreement.
4. Apply appropriate management controls using management systems, checklists, and records, including, but not limited to:
   i. Internal Controls:
      a. Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
   ii. Operating Controls:
      a. Fiduciary procedural manuals; budgetary control system
   iii. Accounting Controls:
      a. Implement controls to ensure reliability of recorded financial data;
      b. Maintain appropriate level of transaction review and authorization;
      c. Develop and implement proper procurement procedures and cash management procedures that are well defined; and

d. Develop procedures that facilitate timely review and audit of financial activity.
   iv. Compliance Controls:
       a. Consider mechanisms to monitor and review compliance with subgrant terms (i.e., ensure grant funds are disbursed only to eligible recipients);
       b. Ensure that **all** expenditures and disbursements are consistent with the objectives of the subgrant award and comply with applicable federal, state and local laws and regulations governing the program and use of funds (e.g., 2 C.F.R. Part 200, Regulatory and Non-Regulatory Guidance, EDGAR, and Code of Federal Regulations)
   v. Document Control System:
       a. Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.
5. Assemble appropriate staff resources and communicate all compliance requirements and resources of the subgrant.
6. Keep abreast of changes in policies, procedures or requirements and continue to advise program staff of subgrant requirements.
7. Request any further "prior approvals" when identified.
8. Submit subgrant reimbursement requests no later than the 15th of every month.
   i. Eligibility of Expenditures
       a. Adhere to the list of eligible activities for which funds under the program may be spent, as well as allowable cost objectives in applicable cost principles; and
       b. Ensure that transactions are made in a reasonable and prudent manner, are allowable and allocable, and avoid double charging and ensure that credits are applied appropriately.
9. Prepare necessary reports:
   i. Source Documentation:
       a. Appropriately support transactions entered into the subgrantee's system;
       b. Documentation tracks each subgrant transaction and supports the validity of financial data reported; and
       c. Maintain separate/clean funding lines for 21st CCLC funds.
   ii. Audit Trail
       a. The lowest level of detail the system should provide is documentation that supports all transactions (e.g. invoices, contracts, purchase orders);
       b. The overall recordkeeping system should be able to trace financial statement balances through the subgrantee's general ledger, cash books and other journals; and
       c. Amounts claimed on financial statements and reports accurately reflect the accounting books and records from which they were prepared.
10. Make the most of site visits by the GaDOE to enhance program, show organizational strength, and demonstrate commitment to the project.
11. Keep the GaDOE and the public aware and informed about grant project progress.
12. Evaluate the extent to which measurable project objectives are being met.
13. Liquidate all obligations incurred under the award within the set deadline.

14. Ensure and oversee the performance of final audits and resolution of findings.
15. Establish adequate system for records retention.
16. Submit Completion Reports no later than October 31 after the end of each fiscal year.

2.17 Audit

All new non-LEA applicants must include with their applications a financial audit from the most recently completed fiscal year. "New non-LEA applicants" is defined as those non-LEA (non-school district) applicants that did not receive 21st CCLC funding in FY19. Non-LEA applicants currently operating 21st CCLC programs in FY19 are <u>not</u> required to include this financial audit within their FY20 applications.

The financial audit shall be conducted by a certified public accountant or by an accountant certified as qualified to audit local government accounts. The audits must be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with general accepted accounting principles (GAAP).

Please note that the subgrantee will, **if applicable**, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 200 Subpart F – Audit Requirements, which states as a non-governmental entity, the Single Audit Requirement is applicable. Any non-federal entity that expends $750,000 or more in a year in federal awards shall have a single or program specific audit conducted for that year in accordance with the provisions of 2 C.F.R. Part 200 Subpart F.

2.18 Fidelity Bond

Applicants that are **not** an LEA, upon approval by the SBOE, shall, prior to commencing work, but no longer than 60 days after the subgrant award notice, furnish to GaDOE a fidelity bond listed in favor of the GaDOE. The fidelity bond must be issued in the amount equal to 25% of the annual subgrant award. The applicant must also secure a general liability policy in the amount of no less than $1,000,000 per fiscal agency. If a fiscal agent is awarded more than one subgrant (through subsequent competitions), they must increase the general liability policy by $250,000 for each additional subgrant awarded with a cap of $2,000,000 per fiscal agent. The cost for the general liability policy will then be prorated equally amongst each subgrantee for the fiscal agent. The GaDOE must be listed as an "additional insured" and "certificate holder" for liability coverage. A copy of each policy, along with a Certificate of Insurance and the additional insured endorsement must also be submitted to the GaDOE within the same time frame. Please note LEA applicants are not required to submit this documentation as they are, under Georgia statute, under sovereign immunity and protected from most forms of civil litigation.

2.18 Program Reports and Evaluation

Subgrantees will be required to prepare and submit an end-of-year evaluation report no later than June 30 of each year. The evaluation report is an integral element of the program's ongoing

planning, design, and implementation. An effective report that evaluates specific targets will enable the subgrantee to make informed decisions about improvements that the program may need. In addition, subgrantees are required to provide data through the Cayen Afterschool 21 data management system for the U.S. Department of Education's 21st CCLC data collection system. Data should be updated by the 10th of each month.

2.19 Equitable Participation of Private, Non-Public School Students

A public school or other public or private entity that is awarded a subgrant must annually consult with officials of eligible private schools to offer equitable services to eligible students and their families. In designing a program that meets this requirement, subgrantees must provide comparable opportunities for the participation of both private and public school students who reside in the area served by the subgrant.

Subgrantees must conduct timely and meaningful consultation with private and non-public 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. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Meaningful consultation involves communication and discussions between grantees and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in ESSA programs. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. The goal of all parties should be to reach an agreement on how to provide equitable and effective programs for eligible private school children. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. For detailed information regarding services to eligible private school children, please visit - http://www2.ed.gov/about/offices/list/oii/resources/info/guidance.html.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school subgrantees must provide equitable access to the program for all public school students and their families who reside in the specific attendance zone of the public school to be served by the proposed program. Applicants must complete and submit the *Private School Consultation Form* found in **Appendix C**. Visit https://app3.doe.k12.ga.us/ows-bin/owa/psc_pack_mainmenu.pvsch_list_public?p_sort=1 for a list of private schools.

2.20 External Organization List

In accordance with Title IV, Part B of ESSA, the GaDOE is required to provide a list of prescreened external organizations, as described under section 4203(a)(11). This list is intended to serve as a possible resource for applicants and potential grantees so that they can identify

organizations that possess experience in out-of-school time programming and youth development.

According to federal ESSA legislation, the term "external organization" is defined as: ''(A) a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities; or (B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities."

For a list of the external organizations prescreened by GaDOE, please click here. Please note that inclusion on this list does not constitute quality of programs and services offered by the external organization.

2.21 Application Review and Selection Process

Phase 1 – Review of Application Components

Paper submissions received are reviewed to determine if all the formatting and submission requirements are met. If any paper application submission fails to meet the established *Required Elements Checklist*, it will **not** proceed to Phase 2 of the application process and the application will be disqualified. Please see *Supplemental Form D* for the FY20 21st CCLC *Required Elements Checklist* and Form 3 for the *"Request for Proposal Checklist"*. Online submissions received will also be reviewed to verify that the applicant submitted the correct documents as required and where specified. Those applicants not meeting the "REQUIRED ELEMENTS" may re-apply during subsequent application rounds, if available.

Phase 2 – Reader Review and Scoring

Impartial readers will evaluate and score each application based on the quality of the proposed activities and the evidence provided to demonstrate the capacity of the applicant to implement the proposed program. These readers are comprised of expert grant readers from various professions and backgrounds.

Five readers will evaluate each application using the 21st CCLC Application Scoring Rubric (Supplemental Form H). A reader may award up to 100 points for each application. Once returned to the GaDOE, the highest and lowest scores will be discarded, and the three remaining scores will be aggregated to determine a **total** quality score. Therefore, the highest number of points that can be received for a total quality score is 300. As discussed in the competitive priority section, an application must receive a minimum total quality score of **240** before it can be considered eligible for further competitive priority points and funding. If applicable, competitive priority points will be added by the readers and verified by non-21st CCLC GaDOE program staff. The GaDOE program staff will rank the sum of the combined scores (quality and priority points) from highest to lowest. Finally, the GaDOE will allocate funding based upon the

combined scores and will continue funding to subsequent applications until funding is exhausted or all eligible programs receive funding.

In the unlikely event there are two or more programs with identical combined scores (quality and priority points), the applicant with the higher quality score will be ranked higher. If a tie exists at this point, the applicant with the highest "Program Plan" score will be ranked higher.

Please note that fiscal agents are permitted to submit more than one application; however, each fiscal agent is limited to five subgrant awards for this competition. Fiscal agents are permitted to submit more than five applications; however, only a 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 five applications and more than five applications are on the list of projected awards, those applications ranked 6th or higher (i.e., 7th, 8th, 9th, etc.) for that fiscal agency will not be funded

Phase 3 – Federal Compliance Review and Interview of Potential New Subgrantees

The purpose of this phase is two-fold: (1) to identify any existing legal or programmatic barriers that would prevent the applicant from successfully operating if funded, and (2) develop an in-depth understanding of the grant application in preparation of recommending it to the SBOE.

GaDOE staff will review all applications projected to receive funding. Applications will be read to determine if they meet 21st CCLC program requirements and adhere to state, federal, and local laws and regulations. If legal (e.g., supplanting or not ADA compliant) or programmatic (e.g., co-applicant withdraws, or the school is shut down) barriers exist that could not be identified by the readers, GaDOE staff will work with the applicant to the extent possible to address them. If these issues cannot be adequately addressed the applicant will not be recommended for SBOE approval.

In addition to reviewing the applications, GaDOE staff will interview each potential new subgrantee to gain an in-depth understanding of the program described in the application. If the application is submitted jointly/collaboratively, then both co-applicants must attend the interview meeting. As part of this interview process, the principal or a school administrator of each school proposed to be served in the application must attend the meeting as well as a representative from the school district.

After the selection process, applicants that were not recommended to the SBOE for funding will receive copies of the readers' comments and feedback from Phase 2 as part of the non-grant award notification. Also included in that notification will be information regarding a formal complaint process that is available to those applicants who were not recommended for funding. This information will be sent to the individual identified as the applicant contact person on the Cover Sheet (**Form 1**).

PART 3: APPLICATION AND FORMS

This section covers the criteria an applicant must address when submitting a paper application (if the applicant does not wish to submit an electronic application). Electronic submissions must follow the instructions on the application website (www.GA21CCLC.org). Information presented in this section will also be available on the application website.

The application is the organization's program operating plan, not simply a proposal. The stated plan must be implemented with fidelity upon SBOE approval. When completing the application, please remember that subgrantees will not be permitted to change the program's scope (i.e., type of services and target population) that is originally outlined in the application, scored by reviewers during the application review process, and approved by the SBOE. This policy is designed to provide basic fairness to applicants for discretionary subgrants.

Cover Sheet (Form 1)

Complete all applicable information using the Cover Sheet provided.

Competitive Priority Worksheet (Form 2)

All applicants must complete this form, regardless of their intention to apply for competitive priority points. Please follow the instructions listed on the form. The readers will assign and non-21st CCLC GaDOE staff will verify all applicable competitive priority points to eligible applicants.

Request for Proposal Checklist (Form 3)

All applicants must complete and insert this form after the *Competitive Priority Worksheet* (Form 2) but before the Program Abstract. All submitted information, including the grant narrative and all appendices, **must** be submitted in the order listed on the checklist.

Program Abstract (Fixed Requirement)

In accordance with federal statute, each applicant is required to inform the community of its intent to submit an application in response to this RFP. As part of the abstract, applicants must 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. The detailed description must outline the platforms used to ensure reasonable dissemination of applicant's intent to apply as well as process used to make the application available. Applicants must secure and maintain documentation for monitoring purposes to support compliance with this requirement including any public notices, comments received, and other supporting documentation as applicable. Additionally, include a one paragraph narrative that provides a concise and clear overview of the proposed 21st CCLC program. The narrative should include, at a minimum, the reason that the need exists, the way the program will operate to meet the need of the target population, and the intended outcomes of the proposed program.

3.1   Needs Assessment (20 Total Points)

Guidance for Conducting a Needs Assessment:

A needs assessment is the process of gathering information from all stakeholders in order to guide program development and implementation. It is one of the essential tasks in planning to apply for this grant and must be completed prior to the start of the writing process. A thorough assessment is useful to determine the absence of academic support services as well as align the 21st CCLC program with existing programs and the current academic goals and plans of the schools served. A needs assessment will help to identify both the needs of the students and their families and the gaps in services. To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps, but ensure coordination between existing programs and services proposed through the application. To ensure the most effective use of public resources, the applicant must demonstrate how the proposed program will coordinate federal, state and local programs. The applicant should identify federal, state and local programs that will be combined or coordinated with the proposed program to increase the maximum benefit for students being served. However, 21st CCLC funds must be used only to supplement federal, state, local and other non-federal resources and not to replace those that would have been available in the absence of 21st CCLC funds.

A needs assessment provides a complete description of the community and school(s) to be served by citing factors that impact the educational outcomes of the identified students. This information should come from the local school district, local school and/or community-based data and will assist in determining the program's mission. These factors may include, but are not limited to the following:

- Poverty rates in the communities to be served;
- Percentage or rapid growth of English learners;
- Percentage of Title I students;
- Number of schools identified having Priority, Focus or Opportunity designations;
- Literacy and math rates/scores;
- Educational levels for the identified students and their families;
- Georgia Milestones Assessment data, End of Course and End of Grade scores;
- College and Career Ready Performance Index report and data;
- School Improvement Plans;
- Grade retention data;
- Drop-out data results;
- School truancy rate;
- Juvenile crime rates;
- Violent and drug-related offenses;
- Short-term suspension/discipline rates;
- Long-term suspensions or expulsion data;
- Attendance data;

- Survey results, including parent feedback, that support program needs;
- Interviews with stakeholders; and
- Other demographic data.

In summary, the needs assessment should identify why the proposed program is necessary for the community. The goals, objectives, and services described in the proposal should be closely tied to the outcomes of the thorough needs assessment.

3.1.1 The Process (4 Points)

Prepare a concise narrative that details the process used by the program to consult with the stakeholders, including public school officials and private schools serving students within the proposed served schools' geographic area(s) as well as parents, to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities.

The process described must include when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center application proposal. In addition to the narrative, applicants must complete and submit the *Private Schools Consultation Form* and place this in **Appendix C**.

3.1.2 Specific Needs (10 Points)

Provide detailed and concrete data citing the specific academic achievement (reading, math, science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the subgrant award. Applicants must specifically identify the student target population (i.e., schools served, grade levels, number of students, academic or behavioral criteria) and clearly define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement. Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services. Applicants must cite data sources when identifying specific deficiencies and needs. In addition to the narrative, applicants must complete and submit the *Schools Served Chart* and include it in **Appendix B**.

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. The information must 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 disability, gender, race, or ethnicity.

3.2   Budget (10 Total Points)

3.2.1 Budget Narrative and Summary (10 Points)

In addition to a narrative and, if applicable, documented evidence of a minimum of three months working capital for a period of three consecutive months, **all applicants** must submit a ***Budget Summary and Details Form*** for the first year of funding and a ***Budget Summary*** for years two through five. Please note the Budget Detail is not needed for years two through five. Please place these forms in **Appendix A.** A detailed description of each expenditure must be included. Applicants must utilize and follow the *21st CCLC Approved Chart of Accounts* (*Supplemental Form C*).

Provide a brief and concise narrative on the following:
   a. How the items within the budget support the goals of the program;
   b. How the requested funds were allocated for accomplishing tasks and activities described in the application;
   c. 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;
   d. How 21st CCLC funds will supplement and not supplant other federal, state, and local funds, and other non-federal funds; and
   e. 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.
   f. 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.

3.2.2 Wages

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21st CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant agency. Additionally, 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. See 29 U.S.C.A. § 207(g)(2). Services are to be provided outside of the regular school day or during periods when school is not in session; therefore, we do not consider the program a continuation of an educator's regular day. Within **Appendix A**, proof must be submitted that **<u>all salaries and hourly wages</u>** are consistent

with the demographic area and/or adhere to the applicant agency's policies and procedures on salary determination of the proposed project (http://www.bls.gov/oes/current/oessrcma.htm).

3.2.3 Non-LEA and IHE Applicants Only

In addition to the above narrative and budget information, all new non-LEA and new IHE applicants must submit copies of their organization's most recent year's independently audited financial statements including the audit opinion, the balance sheet/statement of financial position, statement of income/statement of activities, statement of retained earnings/statement of changes in net assets, statement of cash flows and the notes to the financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Additionally, new non-LEA applicants must provide copies of most recent statements that substantiate the amount of cash and cash equivalents stated on the *Working Capital Analysis Worksheet*, such as copies of applicable statements from financial institutions for primary accounts (e.g., checking, savings) for the most current three months. Non-LEA and IHE applicants currently operating a 21st CCLC program in FY19 are not required to include the financial audit and financial statements with their applications.

All non-LEA applicants, excluding IHE applicants, which are exempt from federal income tax under Internal Revenue Code section 501(a), must also include the most recent Form 990 "Return of Organization Exempt from Income Tax", where applicable and IRS tax exempt status letter. If independently audited financial statements do not exist for the applicant, the applicant shall state the reason and still include the applicable bank statements (e.g. primary saving and checking accounts) from the most current three months. Please include all of the above information as a separate attachment in **Appendix E**.

Non-LEA applicants **must also provide a statement** in the narrative as to whether there is any pending litigation against the organization, and if such litigation exists, attach in **Appendix E** an opinion of counsel as to whether the pending litigation may impair the organization's ability to effectively implement or administer their proposed program. Likewise, non-LEA applicants **must provide a statement** in the narrative 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 **must also provide a statement** in the narrative of their intention to procure and submit subsequent evidence to GaDOE, and maintain throughout the duration of the grant the following:

1) 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

2) 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. If a fiscal agent is awarded more than one grant, they must increase the general liability by $250,000 for each grant with a cap of $2,000,000 per fiscal agent. The cost for the general liability policy will then be prorated equally amongst each subgrantee for the fiscal agent.

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 a non-profit organization is financially capable of administering a grant and performing services. Please include the Non-Profit Organization Financial Management Questionnaire as a separate attachment in **Appendix E**.

3.2.4 Supplement not Supplant

As general guidance in completing this section of the application, it is important to understand that subgrantees must use program funds to **supplement**, not supplant, other federal, state, local, or other non-federal funds or existing out-of-school programs. Therefore, 21st CCLC funds cannot be used to replace existing programs, activities, or services, unless that funding has been eliminated or drastically reduced. Funds must be used for new populations, new programs, new services, or any combination thereof. Funds must be used to increase services offered by the program. Applicants are not permitted to propose a budget in excess of that allowed by the Funding Request Worksheet. The budget and program narratives must align. Regardless of the size of the grant, proposed costs must be **reasonable, necessary and allocable** to carry out the program's purpose and objectives.

3.2.5 Consolidation of Funds

Generally, an LEA – or any other grantee – must use its 21st CCLC funds to provide afterschool enrichment programs as described in its applications. However, there is some flexibility in how 21st CCLC funds can be used at the local level for grantees that are LEAs.

With prior approval from the GaDOE and after approval of funding, LEAs are permitted to consolidate and use funds under Part A of Title I together with 21st CCLC and other ESSA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, local schools are still responsible for implementing activities for which they received the 21st CCLC award.

3.2.6 Allowable Expenses

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

Applicants must list all budgetary costs based upon the narrative components and program design and ensure that the budget includes a line item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. It is advisable to consult with the financial office of the applying agency prior to submitting the application.

Successful applicants may use grant funds for allowable costs only during the grant award period. For example, a subgrantee may enter into a contract with a service occurring within the grant award period. However, the contracted service may not commence until the grant award period beings. Any costs occurring outside the grant award period are solely the responsibility of the subgrantee and will not be reimbursed by the GaDOE.

Examples of Allowable Expenditures
- Salaries: For 21st CCLC program director, program managers, and site coordinators (reasonable and consistent with the demographic area and/or adhere to the applicant agency's policies and procedures on salary determination)
- Tutors and paraprofessionals
- Contractors
- Independent evaluator
- National criminal background checks
- Supplies and materials required for the 21st CCLC program
- Computer hardware and software required for the 21st CCLC program
- Travel to required 21st CCLC trainings, conferences, and workshops
- Transporting students home following 21st CCLC activities
- Rent
- Utilities
- Parent involvement activity costs (including meeting supplies and cost of guest speakers)
- Meals: Meetings and conferences - the primary purpose of which is the dissemination of technical information
- Educational field trips: Must have the ability to improve students' grades, local and state scores (Georgia Milestones Assessments), and/or bring awareness to college and careers. Lesson plans and academic outcome measures are required. Examples: Georgia Aquarium – Science; GSU – college awareness; CNN – career awareness
- T-Shirts: For field trip safety purposes only. 21st CCLC logo must be affixed
- Advertisement: Only for the recruitment of personnel required for the performance of a federal award and the procurement of goods and services for the performance of a federal award

Examples of Unallowable Expenditures

- Preparation of the proposal: Costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
- Pre-award costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Entertainment, refreshments, and snacks: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are non-allowable expenditures.
- Unapproved out-of-state or overnight field trips, including retreats and lock-ins
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Advertisements, promotional or marketing items
- Decorative items
- Purchase of facilities or vehicles (e.g., Buses, Vans, or Cars)
- Land acquisition
- Capital improvements, permanent renovations
- Supplanting federal, state, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing district or other funds)
- Direct charges for items or services that the indirect cost rate covers
- Dues to organizations, federations or societies for personal benefit
- Any costs not allowable for federal programs per 2 C.F.R. Part 200, which may be accessed at http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses, please e-mail your questions to 21stCCLC@doe.k12.ga.us.

Upon approval by the SBOE, subgrantees will be required to submit electronic budgets through the GaDOE Consolidated Application portal. All budget requests must be made in accordance with the use of funds for the 21st CCLC program and must meet the requirements in EDGAR and 2 C.F.R. Part 200

3.3 Program Plan and Implementation (60 Total Points)

3.3.1 Program Plan (20 Points)

As part of the proposed program plan, applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. 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. The applicant must provide evidence of best practices, including research or evidence-based

practices that will be used to select 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.

The applicant must provide a narrative with a complete plan explaining how the program will operate, will address the needs identified in the needs assessment process, and align activities with the Georgia Standards of Excellence. The plan should also 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.

The program plan must also 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. Describe the services that will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals, including opportunities for literacy and related educational development for the families of the children served by the program. To build partnerships with the families they serve, programs should provide activities and services that are linked to student learning, relational, collaborative and interactive.

As part of the program plan, the applicant should continue with a complete plan that utilizes specific goals, objectives, activities and a timeframe. Applicants must define at least one goal that addresses each of the following categories – Student Academic Achievement, Youth Development, and Family Engagement. Applicants must have a minimum of 3 total goals and at least 2 objectives per goal. All objectives must be measureable (include measurement instruments), performance-based (or participation for one Family Engagement objective), challenging, and able to be assessed throughout the program year (formative assessment). Applicants must provide examples illustrating how identified strategies align with the Georgia Standards of Excellence and are research-based and proven effective. This section provides complete details to address these requirements:

a. **Goals (Global Outcomes)**: Program goals should be realistic and directly aligned with the needs or gaps identified in the prior section. Goals must be numbered (i.e., "1," "2," "3,"). Programs must define at least one goal that addresses each of the following categories – <u>Student Academic Achievement</u>, <u>Youth Development</u> and <u>Family Engagement</u>.

b. **Measurable Objectives & Measurement Tools (Specific Outcomes):** For **each** goal, the applicant must include specific objectives with accompanying performance measures that are quantitative and challenging, yet achievable (e.g., "*80% of regularly participating students (i.e. students who attend at least 40% of operational days-**30 days or more**) will show improvement in reading comprehension abilities, as demonstrated by measures of significant growth on standardized testing (annual), short-cycle assessments, and report card grades.*"). Each objective must be performance based and must be able to be continuously measured throughout the year. However, for the Family Engagement

goal(s), it must include one objective that is performance based that is linked to student learning, and one objective that is parent participation based focused on improving parent involvement. Objectives must be numbered using a two-number system per the example table below. The first number will be the same as the goal to which the objective belongs, and the second number will be the unique number for that objective within the goal (e.g., "1.1," "1.2," "2.1," "2.2," "2.3,"). All goals must have at least two measurable objectives. These measurable objectives will be monitored, and continued funding is likely to be dependent on achieving the objectives as proven by data.

c. **Activities & Timeframe**: Activities are even more specific than objectives. They explain who will do what, when, where, and for how long. Applicants must include specific activities that will clearly allow the program to progress towards the stated objective(s). An applicant shall design and implement its activities based on research or evaluation that provides evidence that the strategies are proven effective in improving student performance. Following each activity, the applicant must indicate the timeframe that each activity will be occurring (e.g., "daily throughout year," "monthly throughout year," "weekly during third nine-weeks," and "daily during summer session,").

The table submitted **must** look like this in **landscape** format:

Sample Table:

Goals, Measurable Objectives, Measurement Tools, Activities, and Timeframe

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
Example: 1) Improve academic achievement	*Examples:* 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	*Examples:* Georgia Milestones Assessment, pre- and post-assessments, and report card grades.	*Examples:* a) Homework Assistance b) *Learning Today* reading computer-based assessments/activities c) Book Club d) Individualized reading and tutoring	*Examples:* 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	Examples: 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	3.1)75% of parents will	Examples: Parent	a) Student led	a) Once per quarter

family partnerships	improve understanding of child's academic progress	evaluations, pre-post results of parent surveys,	conferences	
			b) Family Math Night	b) Monthly throughout the project year
			c) Family Newsletter	c) Monthly throughout the project year
			b) Staff development to build communication strategies	d) Monthly throughout the project year

3.3.2 *Quality Contact Time (5 Points)*

Guidance

Research has proven that brief periods of contact time in before- and after-school programs are not beneficial to students but show that there is a meaningful jump in the positive impact on student outcomes when participation increases from 30 to 90 days of participation. In determining the days and hours of operations, applicants should consider that positive outcomes for students are strongly linked to a higher number of days of participation in a quality program.

Provide a brief narrative that expands on the before- and after-school, summer or other non-school time activities listed in the table referenced above, focusing on the hours and days of service for students and families. Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members. To best serve the children of working families, centers should establish consistent and dependable hours of operation.

The applicant must clearly state the total number of hours per week each site will operate. **Each enrolled student** must be given the opportunity to attend academic and enrichment activities **a minimum of 12 hours each week** (occurring preferably between Monday-Friday) in order to provide a quality program that fosters maximum positive impact on students' development and learning. Travel time does not count towards the 12 hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

The applicant must attach a sample weekly schedule of activities for *each* component (i.e., before school, after school, summer) at each site. Place your sample weekly schedule(s) in **Appendix B**. In addition to the sample weekly schedules, each applicant must complete and submit a *Site Profile Form* (Appendix B) and should match the information on the *Funding Request Worksheet* (Appendix A) for each proposed site.

3.3.3 Recruitment and Retention (6 Points)

In this section, describe in detail the criteria used for selecting 21st CCLC students. Programs must implement specific strategies that will be used to recruit targeted students for enrollment **and** retain them to achieve regular (i.e., at least 30 days) participation. The 21st CCLC program defines "regular participation" as those students who attend a minimum of 30 days in a school year. Further, 21st CCLC programs are not drop-in programs. Students must be recruited and provided continuous services designed to encourage full participation in all the daily program activities and long-term engagement in the program.

In the narrative, applicants must discuss how regular school day staff will be consulted in the identification and recruitment of 21st CCLC students. The narrative must include the number of targeted students that will be served by the proposed 21st CCLC program. The information provided in the *Funding Request Worksheet* (Appendix A) is considered the attendance objective, which is based on the number of students for which funding is requested. This number will be the basis for receiving allowable continuation awards, therefore applicants are strongly encouraged to assure that the number is realistic and attainable. Strategies utilized for recruitment and retention should be credible and specific to the targeted population (e.g., grade level, native language, etc.).

Please note that applicants proposing to serve the same target population at a site that received funding in FY19 will not be permitted to propose a target population that exceeds 120% of the final FY19 average daily attendance. For example, if a site averaged 100 students in 6th – 8th grade per day in FY19, that site may propose to serve a maximum of 120 6th – 8th graders per day in FY20. This requirement does not apply to sites that were inoperative in FY19.

3.3.4 Staffing and Professional Development (6 Points)

A quality program employs staff and volunteers who value each youth, understand youths' developmental needs, and develops working relationships with coworkers, youth, families and caregivers and other partners.

In this section, provide a brief narrative of the program's organizational, managerial, and staffing structure, as well as an overview of how ongoing hiring and staff professional learning opportunities will be developed and implemented during the course of the grant award period. Included in the hiring process description should be a clear set of procedures as to how the program management staff will conduct and use the results of national criminal background checks to deliver fitness determinations for the employment of all grant-funded workers, including contractors and subcontractors, and regular volunteers (adults who have contact with student more than one time).

This section narrative must include job descriptions of key personnel and their required qualifications (e.g., program director/manager, site coordinator(s), data entry clerk, etc.), as well as how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately. All 21st CCLC programs must identify

one individual to serve as program director. This individual will serve as the primary contact for GaDOE and administer the program. Proposed program directors must hold a Bachelor's degree from an accredited university and have one year of successful 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**. For budget and planning purposes, each program should hire a site coordinator who will be responsible for the daily operation, coordination and delivery of services at the respective sites. Additionally, 21st CCLC programs are recommended to employ a staff member who is responsible for the collection and maintenance of data.

The narrative must also describe the expected certifications and qualifications of the instructional staff and include student to staff ratios for academic and personal enrichment activities. It is recommended that the academic portion of the program have the support of certified teachers and maintain ratios that are no more than 10:1. Personal enrichment ratios should be no more than 15:1.

The narrative must also describe how the program will provide ongoing and regular opportunities for professional development and staff planning during the course of the grant award period. A quality program supports the professional growth of staff and volunteers by providing ongoing professional development that bolsters the knowledge and skill necessary for implementing best practice programming. Meaningful professional development should allow staff to meet regularly, develop plans that align the afterschool program with the regular school day curriculum, conduct continuous improvement evaluation practices as well as help to maintain and recruit high quality staff.

Finally, the narrative must also include the applicant's plan for recruiting and utilizing volunteers, including senior citizens.

3.3.5 Advisory Council and Operating Partnerships (5 Points)

To ensure broad-based community, school, and student involvement and support, all 21st CCLC subgrantees are required to establish a local 21st CCLC Advisory Council composed of students, teachers, parents, community agencies, and the private sector businesses. Applicants must provide a description detailing the plan to develop an advisory council, including who will serve on the council, how often meetings will be held, and the primary functions of the council. Subgrantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. A minimum of two (2) meetings per year **must** be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, current or future program needs and/or concerns, program operations, program recommendations, and sustainability. The optimum size is 10 to 15 members, with at least two of those members being parents and at least another two being students participating in the program.

In addition to the narrative, applicants must complete the *Partners Table* and include a signed Memorandum of Agreement (MOA) describing the required components for each partnership. A

signed MOA must be submitted for each partnership identified between the fiscal agent and an LEA, a community-based organization, and/or another public or private organization. Each identified <u>partner, LEA, and school served</u> must sign its own MOA, which must be included in **Appendix C**. For example, an LEA must submit a signed MOA between itself and the school(s) served.

Each MOA must contain the following:
    a. A clear and concise statement acknowledging and supporting the goal and objectives of the program;
    b. The expertise, resources and financial contributions the partner is making towards the program. Financial and service contributions (cash and in-kind) should be quantified;
    c. A clear and concise statement detailing the roles, responsibilities, and capabilities of the partners;
    d. A clear statement that the partners intend to continue the partnership for the duration of the grant period; and
    e. The signature of responsible parties (e.g., principal, head of school, superintendent, business owner) within both organizations (e.g., applicant and partner).

To complement the signed MOAs, each applicant must complete the *Partners Table* in **Appendix C**.

Please note that food is not an allowable expense for the 21st CCLC program. However, 21st CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. Therefore, when developing partnerships, applicants must clearly consider and indicate how and from whom snacks, meals, or both will be acquired other than using 21st CCLC funds. This information should include how snacks, meals, or both will be distributed to sites for provision to participating students on a daily basis when the program is in operation. Meal/snack requirements are as follows:

    a. Before-school (daily, nutritious breakfast)
    b. After-school (daily, nutritious snack)
    c. Non-school days (daily nutritious breakfast, lunch and/or snack, dependent on hours of operation)

When considering your plan, please keep in mind that other federal programs can also complement local 21st CCLC programs. 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for "after-school snacks" (http://www.fns.usda.gov/school-meals/afterschool-snacks), as well as from other community and local organizations (http://frac.org/). Local communities can also participate in USDA's Summer Food Service program. In addition to the USDA food and nutrition program, applicants are eligible to utilize the Georgia Food Bank Association's No Kid Hungry Campaign (http://decal.ga.gov or www.georgiafoodbankassociation.org) to provide nutritious meals to its program participants.

3.3.6 Collaboration and Communication (6 Points)

The applicant must describe how information about the program will be disseminated to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.

Separately, applicants must also specifically describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to 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). Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

3.3.7 Student Safety and Transportation (6 Points)

Provide a narrative detailing how each site will ensure the safety of participating students. The applicant must clearly indicate:

a. How the safety of children will be maintained on-site (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer);
b. How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students;
    i. Subgrantees are encouraged to use vehicles which meet school bus or multi-function school activity bus standards. However, a subgrantee can choose to use nontraditional school buses. If nontraditional school buses are used, the transportation policy must address the following: insurance coverage; driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for each driver designated as approved (including substitute drivers); periodic maintenance and inspection records; and a plan for substitute drivers, if applicable.
    ii. In determining transportation plans, applicants should consider the change in time due to Daylight Savings and that it gets dark earlier during the fall and winter months.
c. The maximum length of travel time students will travel either to or from the site(s);
d. How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
e. How the facility will safely accommodate the proposed number of students.

Please note: Purchasing of vehicles of any kind using this funding is prohibited by the GaDOE. Also, the GaDOE will not allow the purchase of vouchers for public transportation (i.e.,

MARTA) due to the liability and risk associated with placing students on transportation without supervision.

3.3.8 Sustainability Plan (6 Points)

A preliminary sustainability plan must be developed as part of the application to show how the community learning center will continue the same level of service when funding is reduced to 90% in year 4, 80% in year 5, and ultimately, after 21st CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends. The plan **must** include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution. Please note that subgrantees are not allowed to reduce services in years 4 and 5 to accommodate the reduction in funding.

3.4 Evaluation (10 Total Points)

3.4.1 Evaluation Plan (10 Total Points)

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For the purpose of this application, an external evaluator is an individual, agency, or organization, with **no** vested interest in the 21st CCLC program. This requirement includes the original grant application writer(s); family members of applicants, participants, and partners; employees of applicant; and the applicant's partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. **The amount to be paid to the evaluator from grant funds cannot exceed 3% of the annual grant award amount.** If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21st CCLC sources.

The narrative must include a description of the qualifications of the evaluator. Please note it is not necessary or expected that the applicant know the identity of the evaluator at this time, however, the applicant must address the qualifications it will seek in an evaluator. All external evaluators will be required to participate in annual training provided by the GaDOE on the 21st CCLC evaluation processes and requirements.

The applicant must continue by providing a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments. The plan must be based on established performance measures previously identified in the *Goals, Objectives, Activities, and Timeframe* table. In addition, the evaluation plan should address the requirements detailed in the *GaDOE's Expected Reporting Outcomes* section of this RFP. Importantly, the plan must address how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall

assessment of objective progress. Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

3.4.2 Expected Reporting Outcomes - Formative Evaluation Requirement

The 21st CCLC program puts forth sound principles of effectiveness to guide local subgrantees in identifying and implementing programs and activities that can directly enhance student learning. As required by law, all 21st CCLC programs must indicate how each activity satisfies the Principles of Effectiveness [Section 4205(b) of Title IV, Part B]. 21st CCLC programs and activities must be based upon:

- o An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- o An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- o Where appropriate, evidence-based research that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ evidence-based strategies when providing services where such research has been conducted and is available.

Each subgrantee must undergo periodic (formative) assessments to monitor progress towards achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment and overall student success. The assessment must be based on the factors included in the principles of effectiveness, as detailed above. The formative assessment should involve both quantitative and qualitative data collection. The results of the formative assessment must be: (1) used to refine, improve, and strengthen the program (i.e., continuous improvement of the program); and (2) made available to the public upon request.

Subgrantees will be provided with a template to complete the formative assessment, which, at a minimum, must provide data and assess the following areas:

1. **Student Attendance**: Data on average daily attendance and enrollment at each site;
2. **Program Operation**: Synopsis of current level of operation at each site;
3. **Objective Assessment**: Data analysis and indication of progress towards achieving EACH objective (as required, **all** objectives must include measures that allow for continuous (formative) assessment); and
4. **Recommendations**: Overall recommendations and improvements for programmatic refinement for all objectives where progress is not being achieved and/or where the program is not likely to achieve the stated objective by the end of the program year.

3.4.3 Expected Reporting Outcomes - Summative Evaluation Requirement

Each 21st CCLC program must submit an annual summative evaluation report by June 30. The summative report must provide a detailed summary of the program and progress towards meeting each stated objective. The summative report must include data collected during the academic year.

Each summative report must include, at minimum, the following sections:
1. **Overview and history:** Provide a general overview of the 21st CCLC program, including a history of previous operation and how the program has progressed and improved over the past year(s) of operation.

2. **Student attendance and enrollment**: Provide an overview of the student attendance and enrollment including comparison of attendance data for prior years under current grant cycle, if applicable, (i.e. How has attendance increased or decreased?).
   - Total and Regularly-Participating Student Attendance (per site)
   - Student Demographics (e.g., gender, ethnicity)
   - Average Daily Attendance (per site)

3. **Program operation**: The summative report must include information on operation for <u>each</u> site within the program. This should include the number of hours per day, days per week and weeks of operation for each component (i.e., before school, afterschool). The report should also detail the types of activities and services offered during the school year (e.g., homework help, tutoring, STEM, character education, culinary, yoga).

4. **Quality of staffing**: The composition of site staff is one method for assessing the quality and breadth of 21st CCLC programs. For each site within the program, the summative report must include information about staffing (e.g., student to: staff ratio, staff training, professional development, and use of certified teachers).

5. **Objective assessment**: Within the grant application, 21st CCLC programs detailed objectives and methods of evaluating progress towards achieving the objectives. The summative report must include detailed information for **each objective** approved by GaDOE (e.g., activities, data collected, timeline, analysis and results). Please note that programs are **not** permitted to revise, reword, or otherwise change their objectives without specific written approval from GaDOE. Approved changes will require a program amendment. Subgrantees must identify whether each of the subgrant's objectives were 'Met', 'Not Met' (or 'Did Not Meet'), or 'Unable to be Measured'. All objectives must be reported on a subgrant level. Subgrantees may report data at a site-specific level, but all objectives must ultimately be reported at the subgrant level. Subgrantees should also include an analysis and comparison of objective achievement for prior years under current grant cycle, if applicable.

6. **Observations:** Provide other relevant findings, observations or notes pertaining to this 21st CCLC program. This section can include qualitative and/or quantitative data not related to specific objectives such as quotes and/or statements from students, parents, and/or teachers; success stories of students within the program; and narrative of unique program activities and services. It is recommended to reference and utilize Georgia's Afterschool & Youth Development Standards as a resource and framework to identify component of high quality programming.

7. **Progress towards sustainability**: The summative report must assess the program's progress towards following the sustainability plan and provide current information about program partnerships (e.g., partnership development, partner maintenance, and contributions to the program).

8. **Overall recommendations**: Provide an overall assessment of the 21st CCLC program, as well as any program-wide recommendations to enhance program quality. The recommendations should be based off an analysis of the data and observations made by the evaluator through the year. The recommendation should focus on increasing the quality of the program and provide concrete steps to achieve the recommendations. It is recommended to reference and utilize Georgia's Afterschool & Youth Development Standards as a resource and framework to identify possible areas of improvement.

The summative evaluation report is required of all 21st CCLC programs. This report will be compared to data submitted to the GaDOE to ensure accuracy of data analyzed and summarized. The 21st CCLC program must, upon request, provide the GaDOE any and all data mentioned in the summative evaluation report. The GaDOE will review all summative evaluation reports to aid in its determination of whether to award discretionary continuation funding in years two through five. Failure to show adequate progress towards achieving objectives may result in discontinuation of funding or "high-risk" designation status with increased monitoring, audit, and evaluation efforts by the GaDOE.

PART 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 (http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx) under the 'FY20 Grant Application' tab. Please follow the instructions detailed in the previous sections, as well as on the individual forms, when completing the attachments. Any questions should be submitted to 21stCCLC@doe.k12.ga.us.

SUPPLEMENTAL FORM A

Notice of Intent to Apply
FY20 21st Century Community Learning Centers (CCLC) Grant

Submit this form no later than 5:00 p.m. on October 31, 2018 to assist the Georgia Department of Education (GaDOE) in making the necessary preparations for the 21st Century Community Learning Centers (CCLC) Request for Proposal (RFP). This information is for planning purposes only for the GaDOE. Please only submit one Notice of Intent to Apply per fiscal agency. Submission of this form is not a prerequisite for submitting an application, nor does it obligate the organization to submit an application. Please submit this intent to apply form one of three different ways:

1. Internet: www.GA21CCLC.org
2. Email: 21stCCLC@doe.k12.ga.us
3. Mail: **Georgia Department of Education**
   21st Century Community Learning Centers Program
   205 Jesse Hill Jr. Drive, S.E.
   Suite 1862 Twin Towers East
   Atlanta, Georgia 30334

Name of fiscal agent applying for the grant: _____

Fiscal agent head: _____

Title of fiscal agent head: _____

Has this fiscal agent received 21st CCLC grant funds before? Yes _____ No _____

If yes, please provide the year of initial funding:

Number of applications your agency anticipates submitting: _____

Estimated/Projected funding requested (*for first year*) $_____

Check the <u>one</u> category that best describes your official fiscal agency:

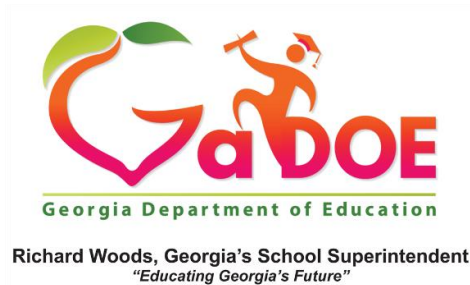| ☐ Local Educational Agency	☐ Non-Local Educational Agency	☐ Institute of Higher Education

<u>**Contact person for proposal:**</u>

**Name:** _____ **Title:** _____

Organization: _____

E-mail: _____ **Telephone:** _____

SUPPLEMENTAL FORM B - Competitive Priority Points

Priority Description	Points Possible
Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to Section 2.8 of this RFP for more information regarding this criterion.	Proposal is Submitted Jointly = 5 points Proposal is not Submitted Jointly = 0 points
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) School designations will be determined in November, 2018 and please see Supplemental Form G or visit http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx for more information.	CSI Schools = 4 points per school TSI Schools = 3 points per school No designation = 0 points
Program is proposing to serve students from grades 9, 10, 11 <u>and</u> 12.	Yes = 5 points No = 0 points
Program is proposing to serve participants in a county that is not currently receiving 21st CCLC funding in FY19. Please see *Supplemental Form F* for list of counties eligible for priority.	Yes = 5 points No = 0 points
Program is proposing to operate a summer program, during each year of the award, for a total number of 60 hours for a minimum period of three consecutive weeks during summer recess.	Yes = 5 points No = 0 points
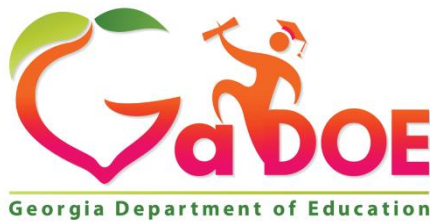
SUPPLEMENTAL FORM C

Approved Chart of Accounts

1000 INSTRUCTION

Instruction includes activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, etc.) which assist in the instructional process.

Object Codes to Be Used with Function Code 1000

110	Teacher salaries (Certified Teachers)
140	Para Professionals & Aides Salaries (Non-Certified Teachers)
200	Employee Benefits (FICA, Medicare, TRS, Etc.)
300	Contracted Special Instructors (Jazzercise, Dance, Karate, etc.)
532	Subscription (online software)
610	Supplies (paper, etc.)
611	Supplies – Technology (computer supplies)
612	Computer Software
615	Expendable Equipment (items costing less than $5000)
616	Expendable Computer Equipment (items costing less than $5000)
641	Textbooks
642	Books and Periodicals

2100 PUPIL SERVICES

Activities designed to assess and improve the well-being of students and to supplement the teaching process. Activities include guidance, counseling, testing, attendance, social work, health services, etc. Also, include supplemental payments for additional duties such as coaching or supervising extracurricular activities.

Object Codes to Be Used with 2100

145	Interpreter (hearing impaired or language)
163	Nurse

174	School Psychologist
177	Family Services/Parent Coordinator
191	Site Coordinators
200	Employee Benefits
300	Contracted Services (Counselors, Family Coordinator, etc.)
520	Student Liability Insurance
530	Communication
580	Travel
610	Supplies
611	Supplies (Technology related)
612	Computer Software
615	Expendable Equipment
616	Expendable Computer Equipment
641	Textbooks
642	Books and Periodicals
810	Field Trip Admission Fees

2213 INSTRUCTIONAL STAFF TRAINING

Activities associated with the professional development and training of instructional personnel. These include such activities as in-service training (including mentor teachers), workshops, conferences, demonstrations, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of instructional personnel. Training that supports the use of technology for instruction should be included in this code. The incremental costs associated with providing substitute teachers in the classroom (while regular teachers attend training) should be captured in this function code. All costs should be charged to this code regardless of whether training services are provided internally or purchased from external vendors. It should be noted that the salary of a teacher who is attending training would still be reported in function 1000.

Object Codes to Be Used with 2213

113	Substitutes (Certified)
114	Substitutes (Non-Certified)
116	Professional Development Stipends
199	Other Salaries and Compensation
200	Benefits
300	Contracted Services (Group putting on training)
580	Travel to and from training
610	Supplies
810	Registration Fees for Workshops

2220 EDUCATIONAL MEDIA SERVICES

Activities concerned with directing, managing and operating educational media centers. Included are school libraries, audio-visual services and educational television.

Object Codes to Be Used with 2220

165 Media Specialist
200 Benefits
300 Contracts
610 Supplies

2230 GENERAL ADMINISTRATION

Activities concerned with establishing and administering policy for operating a grant program. These include the activities of the members of the Board of Education or Board of Directors. Local activities in interpretation of the laws and statutes and general liability situations are charged here, as are the activities of external auditors. Also, recorded here are activities performed by the superintendent, administrative support personnel and deputy, associate superintendent having overall administrative responsibility.

Object Codes to Be Used with 2230

142 Clerical Staff (e.g. data person)
190 Program Director
200 Benefits
300 Contractors
332 Fingerprinting, national criminal background checks
444 Other Rentals (Copier Lease)
520 Surety Bonds (Non-LEAs)
530 Communication
580 Travel (during the course of day to day activities)
610 Supplies (paper, etc.)
611 Supplies (technology related)
612 Computer Software
615 Expendable Equipment (e.g. desk)
616 Expendable Computer Equipment
642 Books (e.g. Reference books on afterschool programs)
810 Registration Fees

2300 GENERAL ADMINISTRATION

Activities concerned with establishing and administering policy for operating a grant program. These include the activities of the members of the Board of Education. Local activities in interpretation of the laws and statutes and general liability situations are charged here, as are the activities of external auditors. Also, recorded here are activities performed by the superintendent, administrative support personnel and deputy, associate superintendent having overall administrative responsibility.

Object Codes to Be Used with 2300

300	Contracting Services, External Auditors
880	Federal Indirect Cost Charges

2500 SUPPORT SERVICES - BUSINESS

Activities concerned with the fiscal operation of the LUA (Local Unit of Administration), including budgeting, financial and property accounting, payroll, inventory control, internal auditing and managing funds. Also included are purchasing, warehouse and distribution operations, and printing, publishing and duplicating operations.

Object Codes to Be Used with 2500

142	Clerical Staff
148	Accountant
200	Benefits
300	Contractors (e.g. CPA firms for Non-LEAs)
580	Travel (GaDOE Training)

2600 MAINTENANCE AND OPERATION OF PLANT SERVICES

Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. This includes the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. Property insurance expenditures are recorded in this function.

Object Codes to Be Used with 2600

186	Custodial Personnel
200	Benefits
300	Contractors
430	Repair and Maintenance
441	Rent
520	Insurance (Property)
620	Utilities (allocated)

2700 STUDENT TRANSPORTATION SERVICE

Activities concerned with the conveyance of students to and from school and trips to school activities. These activities include supervision of student transportation, vehicle operation, servicing and maintenance, bus monitoring and traffic direction. Transportation insurance expenditures are charged to this function.

Object Codes to Be Used with 2700:

180 Bus Drivers
191 Transportation Administrator
200 Benefits
300 Contractors
430 Repair and Maintenance (Allocated)
511 Student Transportation Purchased from another LEA within the State
519 Non-school forms of transportation
520 Insurance
595 LEA transportation
620 Mileage

2900 OTHER SUPPORT SERVICES

All other support services not properly classified elsewhere in the 2000 series.

Object Codes to Be Used with 2900

300 Program Evaluator
810 Dues and Fees (membership fees in professional service organizations that pertain to the 21st CCLC program)

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"Educating Georgia's Future"
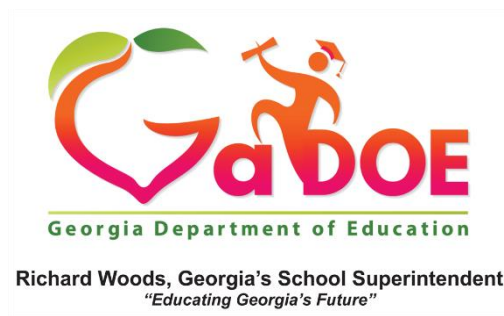
SUPPLEMENTAL FORM D

Required Elements Checklist

This form is for applicants submitting a paper application. The application <u>must</u> include <u>all</u> the required components listed on this form in order to proceed to Phase 2 of the application process. Applications without all required components and forms will not be reviewed (Phase 2).

APPLICANT AGENCY OR ORGANIZATION NAME:

☐   Signed Application Cover Sheet (Form 1)
☐   Funding request does not exceed **maximum amount allowed of $350,000**

FORMATTING and SUBMISSION DIRECTIONS

☐   Included one **(1)** completed **original** application with <u>full original signatures</u>

☐   Submitted **<u>five (5)</u> copies** of the original application

The following <u>four</u> checkboxes are strong recommendations, but not requirements:

☐ Submitted on 8.5" x 11" white paper using 12-point Times New Roman font
☐ Formatted using 1" margins on all sides – top, bottom, left, and right

☐ Portrait setting (see narrative requirements for information about Goals, Objectives, Activities, and Timeframe table that must be landscape formatted in 12-point Times New Roman font)

☐ Double-spaced and single-sided (pages must be numbered in the footer in the lower right-hand corner)

☐ *Assembled in the order presented in the 21ˢᵗ CCLC FY20 Request for Proposal (RFP) Checklist*

☐ **FIXED REQUIREMENT- Abstract**

3.1 NEEDS ASSESSMENT (Section 3.1.1 – 3.1.3) (20 Total Points)

☐ **3.1.1 The Process (4 Points)**

☐ **3.1.2 Specific Needs (10 Points)**

☐ **3.1.3 Program Focus (6 Points)**

3.2 BUDGET (16 Total Points)

☐ **3.2.1 Budget Summary and Narrative (10 points)**

3.3 PROGRAM PLAN AND IMPLEMENTATION (Section 3.3.1 – 3.3.8) (60 Total 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 Collaboration and Communication (6 Points)**

☐ **3.3.7 Student Safety and Transportation (6 Points)**

☐ **3.3.8 Sustainability Plan (6 Points)**

3.4 EVALUATION (10 Total Points)

4. APPENDICES/Supplemental Information

Appendix A

☐ **1. Funding Request Worksheet (for EACH site)**
☐ **2. Budget Summaries and Details**
☐ **3. Proof of Appropriateness of Salaries and Wages**
☐ **4. Working Capital Analysis**

Appendix B

☐   **1.**   **Schools Served Chart**
☐   **2.**   **Site Profile Form (for EACH site)**
☐   **3.**   **Sample Weekly Schedules (for EACH component at EACH site)**

Appendix C

☐   **1.**   **Partners Table**
☐   **2.**   **Signed Memorandum of Agreement (MOA) from each school, school district, and identified partner**
☐   **3.**   **Private School Consultation Form**

Appendix D

☐   **1.**   **Signed Program Specific Assurances**
☐   **2.**   **Signed GaDOE Conflict of Interest and Disclosure Policy**

Appendix E (Non-LEA applicants ONLY)

☐   **1.**   **Most recent audit report, including all supporting documentation**
☐   **a.**   **Audit Opinion**
☐   **b.**   **Balance Sheet**
☐   **c.**   **Statement of Income**
☐   **d.**   **Form 990**
☐   **e.**   **Retained Earnings**
☐   **f.**   **Cash Flows**
☐   **g.**   **Notes to the Financial Statements**
☐   **h. IRS Tax Exempt Status Letter, if applicable**
☐   **2.**   **Financial Statements of bank accounts**
☐   **3.**   **Statement of Pending Litigation**
☐   **4.**   **Statement of Staff Felony History**
☐   **5.**   **Statement of Intent to Procure and Submit a Fidelity Bond and General Liability Policy**
☐   **6.**   **Non-Profit/For-Profit Organization Financial Management Questionnaire**

Please note that applications that fail to meet the established "**REQUIRED ELEMENTS**" checklist will **not** proceed to Phase 2 of the application process.
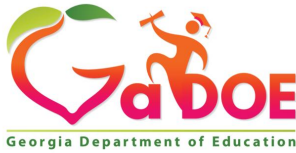
SUPPLEMENTAL FORM E
21st Century Community Learning Centers
Proposal Workshop Registration Form

Title: **FY20 RFP 21st CCLC Proposal Workshop**
Date: **September 17, 2018, September 18, 2018 and September 21, 2018**
Time: **9:00 a.m. - 5:00 p.m.**

This registration form must be submitted for <u>each</u> organization or agency attending the workshop. Space is limited to only three (3) participants per agency. There will be <u>no</u> on-site registration. Applicants may only register for one of the workshops.

The registration deadline is <u>Friday, September 14, 2016</u>.

Workshop Site (Please place an 'X' next to the location you plan to attend**):			
☐ **Suwanee (9/17/18)**	☐ **Albany (9/18/18)**	☐ **Perry (9/18/18)**	☐ **Atlanta (9/21/18)**
Gwinnett County Instruction Support Center **437 Old Peachtree Road, NW** **Suwanee, Georgia 30024-2978** **Room 1.106, 1.107 and 1.108** **Room Capacity: 80**	**Albany High School** **801 West Residence Avenue** **Albany, Ga 31701** **Meeting location- Cafeteria** **Room Capacity: 75**	**Houston County BOE Annex** **1600 Macon Rd.** **Perry, GA 31069** **Room Capacity: 100**	**GaDOE** **205 Jesse Hill Jr. Drive SE** **Atlanta, GA 30334** **East Tower – 15th Floor** **Training Room** **Room Capacity: 63**

Agency Name:	
Agency Address:	

Participant 1 Information	
Name:	
Phone:	
Email:	

Participant 2 Information (if needed)	
Name:	
Phone:	
Email:	

Participant 3 Information (if needed)	
Name:	
Phone:	
Email:	

Please send this registration form via email to 21stCCLC@doe.k12.ga.us
** Please note that these sessions have limited capacity and are expected to fill quickly. All registration forms are accepted on a first come, first serve basis. If the location requested is at capacity, GaDOE will notify you and provide you with an alternative location, if possible.
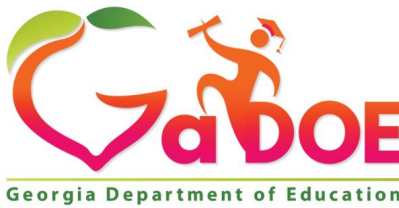
SUPPLEMENTAL FORM F
21st Century Community Learning Centers
List of Counties *Eligible* for Priority 4

Please see list of counties below that are currently not receiving funding through 21st CCLC in FY19 and therefore will be eligible to claim this priority.

Appling	Dooly	Jefferson	Randolph
Atkinson	Early	Jenkins	Rockdale
Bacon	Echols	Johnson	Schley
Baker	Effingham	Jones	Screven
Banks	Elbert	Lamar	Seminole
Bartow	Emanuel	Lanier	Spalding
Ben Hill	Evans	Lee	Stephens
Brantley	Fannin	Liberty	Talbot
Bryan	Fayette	Lincoln	Taliaferro
Butts	Forsyth	Long	Tattnall
Calhoun	Franklin	McDuffie	Telfair
Camden	Gilmer	McIntosh	Tift
Candler	Glynn	Macon	Treutlen
Catoosa	Gordon	Marion	Troup
Charlton	Grady	Meriwether	Twiggs
Chattahoochee	Greene	Monroe	Upson
Chattooga	Habersham	Montgomery	Walker
Cherokee	Hancock	Morgan	Ware
Clay	Haralson	Murray	Warren
Clayton	Harris	Oconee	Washington
Clinch	Hart	Oglethorpe	Wayne
Cook	Heard	Paulding	Webster
Coweta	Henry	Peach	Wheeler
Crawford	Houston	Pickens	Whitfield
Crisp	Jackson	Pierce	Wilkes
Dade	Jasper	Pike	Wilkinson
Dawson	Jeff Davis	Polk	Worth

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

SUPPLEMENTAL FORM G
School Designation List

Comprehensive Support and Improvement (CSI)
The list of designated schools will be available in the beginning of November 2018. For more information, please visit - http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx

Targeted Support and Improvement (TSI)
The list of designated schools will be available in the beginning of November 2018. For more information, please visit - http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx