



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
 State Superintendent of Education

December 9, 2024

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
 State Superintendent of Education

RE: Alabama 21st Century Community Learning Centers Cohort 26 Grant Competition

Attached is the grant guidance for the 21st Century Community Learning Centers (21st CCLC) Cohort 26 five-year grant competition. The Alabama State Department of Education (ALSDE) awards subgrants to eligible entities on a competitive basis following Section 4204(b)(2) of the *Elementary and Secondary Education Act of 1965* (ESEA). Created in 1994 through the reauthorization of the ESEA by the *Improving America's Schools Act* and expanded through the *No Child Left Behind Act of 2001* (NCLB), the Nita M. Lowey 21st Century Community Learning Centers program was reauthorized in 2014 in Title IV, Part B, of the ESEA by the *Every Student Succeeds Act* (ESSA). The 21st CCLC program provides academic enrichment, including tutorial services, to help students meet challenging state academic standards and a broad array of additional enrichment services, programs, and activities during non-school hours or periods when school is not in session, such as before and after school, weekends, or school breaks.

Any “eligible entity” may apply. As detailed in ESEA Section 4201(b)(1)(B)(3), the term “eligible entity” means a local education agency (LEA) (also known as a school district), community-based organization (CBO), charter school, Indian tribe or tribal organization (as such terms are defined in Section 4 of the *Indian Self-Determination and Education Act* (25 U.S.C. 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities. An educational service agency, a regional public multiservice agency authorized by state law to develop, manage, and provide services or programs to LEAs (e.g., a 13 Board of Cooperative Educational Services [BOCES]), is also an eligible entity (ESEA Section 8101 (18)). Accordingly, any entity not under Federal or public supervision or control is a “private entity” for the purposes of 21st CCLC eligibility, including a faith-based organization (FBO) or for-profit entity, if it can perform the functions of a community learning center is eligible.

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Those interested in these funds must complete the online application by accessing the link at <https://alabama.egrantsmanagement.com/> on or before Friday, January 24, 2025, by 11:59 p.m.

Additional information regarding the 21st CCLC grant, including recordings of informational webinars, can be found by visiting www.alabama21cclc.org.

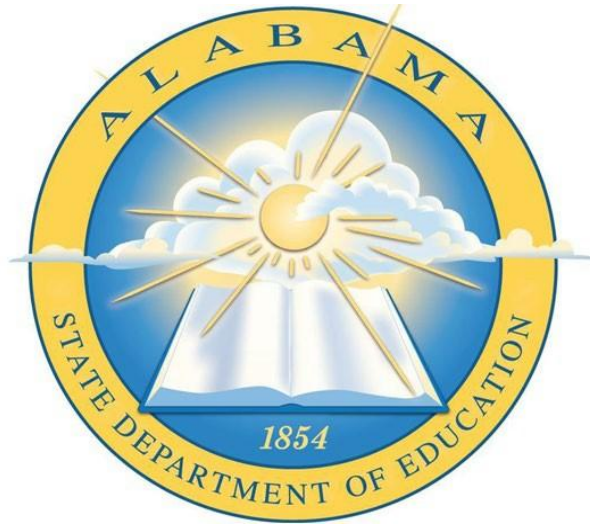
If you have questions or need assistance, do not hesitate to contact Mrs. Amanda Rylant, 21st CCLC State Coordinator, by telephone at (334) 694-4516 or by email at arylant@alsde.edu.

EGM/AR/JRE

Attachment

cc: Federal Programs Directors
Mrs. Angela Martin
Mrs. Shanthia Washington
Dr. Molly Killingsworth
Mrs. Nancy Smith

FY25-2013



**Alabama State Department of Education (ALSDE)
 Division of Instruction
 Federal Programs Section
 Request for Application (RFA)**

Nita M. Lowey 21st Century Community Learning Centers

Title IV, Part B, Section 4201-182-192

2025–2026 (Cohort 26) Competitive Subgrant

The Nita M. Lowey 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act*, Title IV, Part B (20 U.S.C. 7171–7176), and administered by the ALSDE.

Deadline for Receipt of Applications: January 24, 2025, 11:59 p.m.

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PART I: General Information

A. Introduction and Purpose

The U.S. Department of Education (USDOE) allocates federal funds for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program on a formula basis to enable the Alabama State Department of Education (ALSDE) to administer, manage, and monitor this competitive subgrant program. The ALSDE is required to make subgrants through a competitive request for proposals. Awardees of this funding are subgrantees, and awards are subawards or subgrants. The words “grant” and “subgrant” are used interchangeably within this request for application. All subgrantees are required to comply with all applicable federal, state, and local laws as well as the terms and conditions of the subgrant.

Authorized under Title IV, Part B, of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)* (20 U.S.C. 7171-7176 and 4201(a)), the 21st CCLC program is designed to establish or expand CLC that:

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

A 21st CCLC offers academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summers). A community learning center “assists students to meet the challenging state academic standards by providing the students with academic enrichment activities” (see the *Every Student Succeeds Act (ESSA)*, [Section 4201\(b\)\(1\)\(A\)](#)). Centers also provide students with “a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session.” A 21st CCLC *must* also serve the families of participating students with “opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.”

B. Funding Information

Approximately \$10,000,000.00-\$15,000,000.00 will be available for new subgrants in this 2025-2026 funding cycle. Award amounts will be determined based on the total number of program hours and the number of students to be served. Applicants can apply for year-long programs, which fund both academic year out-of-school-time (OST) programs and summer programs, academic-year-only OST programs, or summer-only programs. Applicants may also apply for a transportation allowance to provide daily transportation to and from the program. Programs serving students that attend a school in a local education agency (LEA) that is Rural Education Achievement Program (REAP) eligible may also qualify for an additional transportation allowance. All funding and subgrant awards are contingent upon allocations to the ALSDE by the USDOE. The maximum subgrant funding period is five years and is subject to the availability of funds and programs meeting all project requirements.

The subgrant year-one budget period for year-long or academic-year OST programs is August 1, 2025, through July 31, 2026. If the subgrant continuation award is granted for the maximum five years, the grant will end on July 31, 2030. Subgrantees should be prepared to start their programs on the first day of school. To help fund pre-award costs such as travel costs for mandatory new-cohort training, the subgrantee may request permission to obligate funds as early as July 1, 2025. All subgrant payments are made on a cost-reimbursement basis, so applicants should have at least three months of operating funds at their disposal to implement the program to compensate for any delays in receiving reimbursements. Pre-award cost reimbursements must be requested by the subgrantee and approved by the ALSDE before any funds may be charged to the grant.

The subgrant year one budget period for summer-only programs is May 1, 2025, through April 30, 2026. If the subgrant continuation award is granted for the maximum five years, the grant will end on April 30, 2030. Subgrantees should be prepared to start their summer programs within two weeks of the school year ending. Subgrantees may begin obligating funds and submitting reimbursement requests on May 1, 2025.

Federal law requires that the minimum amount that may be awarded to a subgrantee for any subgrant year is \$50,000. The maximum amount that may be awarded for this cohort is \$500,000.

Cost Per Student Funding

Funding will be awarded based on the following formula:

of students served x # of hours of programming x \$6 per student = total funding per grant year

Note: The total funding calculated per grant year would include all operating costs: salaries, fringe benefits, purchased services, supplies, other objects, and indirect cost.

Examples of student cost method for funding:

- a. Academic -Year (AY) Only OST Program (minimum of 300 hours):
50 students attending x 300 hours per AY x \$6 per student = \$90,000 grant awarded.
- b. Summer-Only Program (minimum of 75 hours):
50 students attending x 75 hours per summer x \$6 per student = \$22,500 (**grant not awarded**). This would not be allowable, as federal regulations state that awards must be a minimum of \$50,000. Additional students and/or program hours must be added to the summer program to meet the \$50,000 requirement.
- c. Year-long OST Program (AY and Summer) (minimum of 375 hours):
50 students attending x 375 hours per grant year x \$6 per student = \$112,500 grant awarded.
- d. Year-long OST Program (AY and Summer):
120 students attending x 686 hours per grant year (510 AY hours + 176 summer hours) x \$6 per student = \$493,920 grant awarded.

Required deliverables for funding:

Accurate attendance records must be maintained and reported. Programs must maintain a minimum average daily attendance of at least 75 percent of their approved enrollment in year two and 85 percent of their approved enrollment in years three, four, and five to continue receiving the yearly full grant award. If the average daily attendance falls below the required percent of the approved enrollment, the award amounts in subsequent years will be reduced. Award amounts are based on a particular number of hours of operation and a specific number of students to be served. If either of these critical factors change, award amounts in subsequent years will be reduced to the actual average daily attendance reported. *Note:* If attendance increases beyond the enrollment approved in the original grant application, the grant amount will not be increased to support the increased attendance.

Pending the quality of proposals and federal allocation amounts, the ALSDE reserves the right to not award subgrants for this funding cycle.

Transportation Allowance

Additional 21st CCLC funds may be available for a \$10,000 transportation allowance to provide students with daily transportation to and from the program. A detailed transportation plan (see page 45) and the proposed budget must support the need for these additional funds.

To provide further support for programs providing students with daily transportation to and from programs in rural communities, an additional \$10,000 transportation allowance may be provided to programs serving students who attend schools in LEAs that are Rural Education Achievement Program (REAP) eligible. Non-LEA applicants should consult with their partner LEA to determine eligibility.

If deemed eligible for one or both transportation allowances (up to \$20,000), and funding permits, the allowance will be treated as an addition to the maximum 21st CCLC grant award.

Continuation Awards

The grant amount awarded is for each year of the grant. One year of funding will be provided at a time and a non-competitive continuation application must be completed and approved each year to be provided a continuation award. At the recommendation of the USDOE, criteria such as making progress towards the goals and objectives, submitting all required reports and data, and maintaining sufficient financial systems, will be considered when providing continuation awards. Subgrantee's remaining funds from the previous year will also be considered when making continuation awards. The ALSDE reserves the right to reduce the continuation award if a subgrantee does not fully expend the funds from the previous year even when there is a sufficient justification for not expending the funds, such as position vacancies or over-budgeting for supply costs.

Renewability Awards

During the final year of the grant, the ALSDE may renew a subgrant based on the eligible entity's performance during the preceding subgrant period. If the ALSDE renews existing grants, the agency will use a standard set of criteria to determine whether a grant is eligible to be renewed. Criteria may include risk scores, findings from the ALSDE compliance monitoring, external evaluations, improvements in quality over time, compliance with grant requirements, engagement in state-supported professional development opportunities, needs assessment results, and performance on outcomes. The renewal period will not exceed the total grant period of the original award.

C. Eligible Applicants

As detailed in ESEA Section 4201(b)(1)(B)(3), the term "eligible entity" means an LEA (also known as a school district), community-based organization (CBO), charter school, Indian tribe or tribal organization (as such terms are defined in Section 4 of *the Indian Self-Determination and Education Act* (25 U.S.C. 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities. As detailed in 2 CFR Part 3474.15, a faith-based organization (FBO) is eligible to contract with grantees and subgrantees, including states, on the same basis as any other private organization, with respect to contracts for which such organizations are eligible and considering any permissible accommodation. An educational service agency, a regional public multiservice agency authorized by state law to develop, manage, and provide services or programs to LEAs (e.g., a 13 Board of Cooperative Educational Services [BOCES]), is also an eligible entity (ESEA Section 8101 (18)).

All applicants must demonstrate how they propose to target students who primarily attend schools eligible for schoolwide programs under Section 1114 of ESEA and their families. Therefore, the 21st CCLC program must target students who attend: (1) a Title I school with 40

percent or more poverty, or (2) any Title I school that receives a waiver from the State Education Agency (SEA) to operate a schoolwide program, or (3) a non-Title public school that has 40 percent or more poverty.

Potential applicants must demonstrate a strategic plan involving local LEA leadership by contacting and engaging in multiple conversations with the superintendent and each applicable principal of the eligible school(s) to be served. Communications should include, but not limited to, coordinating efforts, activities, and leadership's cooperation as evidenced by the required signed Superintendent and Principal Certification Forms (Form 4).

Previously funded 21st CCLC programs are eligible to apply for new grant funding, but the applicant must demonstrate how the new award will supplement any previous existing program. Such programs must follow the competitive process for determining new grant awards, and there is no guarantee that a prior recipient will be awarded new grant funds. When a previously funded applicant has a history of "failure to comply" with the general or specific terms and conditions of the grant to meet expected performance goals, as described in Uniform Guidance at 2CFR 200.211(c), a history of being non-compliant in regard to completing and submitting data and or expenditure reports by the ALSDE established timelines or a history of not expending funds, the ALSDE reserves the right to reduce application scores or even pull applications from being scored in extreme circumstances.

D. Competitive Priorities

The ALSDE has established six competitive priorities for this funding cycle. Applicants **must** complete the competitive priorities section of the online application to qualify for any competitive priority bonus points. Applicants that **clearly meet** the specified criteria for a priority can earn the competitive priority points for that category, up to a maximum of 30 points. An application **must** earn an average score of 80 points or higher for the application to be eligible for competitive priority points.

Priority 1: Applications Submitted Jointly (5 points): Five bonus points will be awarded to applications submitted jointly by eligible entities consisting of not less than one LEA receiving funds under Title I, Part A, of the ESEA and another eligible entity. Evidence must be provided that the LEA and at least one other organization collaborated in the planning and design of the program and that each has substantial roles in the delivery of services, shares grant resources to carry out those roles, and has significant ongoing involvement in the management and oversight of the program. At least one of the organizations *must* be a school or LEA, and the other organization **must** be an entity other than a school or LEA. An exception to this rule is only permissible by statute if the LEA can demonstrate it cannot partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of this component. In this case, priority will be given to the LEA applicant in the same manner as the LEA that applies jointly with another entity.

Priority 2: Schools in Improvement (5 points): Five bonus points will be awarded to applications that propose to serve students who attend a school currently designated by the ALSDE as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI).

- CSI School—identified in the bottom 5% of Title I schools, or with a graduation rate at or below 67%.
- TSI School—Schools with one or more subgroups at or below the 75th percentile of CSI schools, with no improvement after two (2) years.
- ATSI School—Schools with one or more subgroups that are in the bottom 5% of Title I schools

Priority 3: ESSA Targeted Services Priority (5 points): Five bonus points will be awarded to applications that will enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

Priority 4: Middle and High School (5 points): Five bonus points will be awarded to applicants proposing to operate a program focusing on middle and/or high school students (Grades 6-12).

Priority 5: Expanding Services and Increasing Geographic Equity (5 Points): Five bonus points will be awarded to applications that demonstrate that the proposed activities are not accessible to students who would be served, would expand accessibility to high-quality services that may be available in the community or that propose to serve an eligible school or schools in an Alabama public school district/LEA that is not being served with a 21st CCLC subgrant in 2024–25 (see list below).

Autauga County	Barbour County	Blount County	Bullock County
Chambers County	Chilton County	Choctaw County	Clay County
Cleburne County	Coffee County	Conecuh County	Coosa County
Covington County	Cullman County	Dale County	Dallas County
DeKalb County	Geneva County	Greene County	Hale County
Henry County	Houston County	Lamar County	Lauderdale County
Lawrence County	Lee County	Lowndes County	Marengo County
Monroe County	Montgomery County	Pickens County	Pike County
Randolph County	Russell County	St. Clair County	Sumter County
Tallapoosa County	Washington County	Wilcox County	

Priority 6: Literacy and/or STEM programs (5 Points): Five bonus points will be awarded to applications that propose to provide, at minimum, weekly dedicated Literacy and/or Science, Technology, Engineering, and Math (STEM) activities aligned to state academic standards at all levels for after school programs and/or, at minimum, daily dedicated Literacy and/or STEM activities aligned to state academic standards for all levels for summer programs.

E. Timeline of Subgrant Competition Process

Date	Activity/Action	Link/Location
November 4, 2024, 3:30 p.m.-5:30 p.m.	RFA Informational Webinar (Recorded)	https://alsde.webex.com/ meet/arylant
November 13, 2024 3:30 p.m.-4:30 p.m.	RFA Application Office Hours	https://alsde.webex.com/ meet/arylant
November 15, 2024	Release Request for Peer Reviewers	
November 21, 2024 3:30 p.m.-4:30 p.m.	RFA Application Office Hours	https://alsde.webex.com/ meet/arylant
December 3, 2024 1:00 p.m.-2:00 p.m.	RFA Application Office Hours	https://alsde.webex.com/ meet/arylant
December 6, 2024	Online Intent to Apply Form Completed (optional but appreciated)	https://forms.office.com /r/xLKuHYGDHd
December 10, 2024 10:00 a.m.-11:00 a.m.	RFA Application Office Hours	https://alsde.webex.com/ meet/arylant
December 16, 2024 8:00 a.m.	Electronic Grants Accounting Process (eGAP) System Application Portal Opens	https://alabama.egrantsm anagement.com
December 17, 2024 2:00 p.m.-4:00 p.m.	Virtual eGAP Application Portal Training	https://alsde.webex.com/ meet/arylant
December 20, 2024 5:00 p.m.	Peer Reviewer Applications Due	21stccgrant@alsde.edu
January 9, 2025	RFA Application Office Hours	https://alsde.webex.com/

3:30 p.m.-4:30 p.m.		meet/arylant
January 16, 2025 10:00 a.m.-11:00 a.m.	RFA Application Office Hours	https://alsde.webex.com/meet/arylant
January 24, 2025 11:59 p.m.	Applications Due (Finalized and Loaded into eGAP)	https://alabama.egrantsmanagement.com
January 30, 2025 9:00 a.m.-12:00 p.m.	Peer Reviewer Training	https://alsde.webex.com/meet/arylant
January 31, 2025	Qualifying Applications Sent to Peer Reviewers	
February 6, 2025 9:00 a.m.-10:00 a.m. 3:00 p.m.-4:00 p.m.	Peer Reviewer Office Hours	https://alsde.webex.com/meet/arylant
February 28, 2025	Peer Reviewer Applications Returned	
March 14, 2025	Submit for Director/Superintendent Approval	
Early April 2025	Announcement of Grant Awards	
Mid-April –May 2025	Virtual Training for Summer-Only Subgrantees	TBA
June 2, 2025	Summer-only Grant Programs Begin	TBA
June 2—July 25, 2025	Virtual PD for School Year/Summer Subgrantees	TBA
July 14-18, 2025	MEGA Conference, Mobile AL. Mandatory Full-Day Training on Thursday, July 17, 2025 for all Subgrantees	
August 1, 2025	School Year/ Year-long Programs Begin	

F. Technical Assistance Sessions for Applicants

The ALSDE 21st CCLC Team will offer an RFA informational webinar via <https://alsde.webex.com/meet/arylant> on November 4, 2024, from 3:30 p.m. until 5:30 p.m. No password is required to join the session. Participants should enter their full name when logging in to the session. Participants will be able to log in 30 minutes prior to the start of the session to test their equipment's audio settings and to download/print handouts. While participation is not mandatory to apply, it is *highly recommended*. Several RFA office hours will take place throughout the months of November and December to provide RFA technical assistance to subgrantees (see dates in section E timeline). All Informational webinars and office hours can be attended at the same link (<https://alsde.webex.com/meet/arylant>) and will be recorded and placed on the Alabama 21st CCLC website (www.alabama21cclc.org) under Resources → PD Training Videos.

G. Statutory, Federal Regulations, and State-Level Program Requirements

Applicants must propose projects that adhere to the following requirements for the 21st CCLC program from statute, federal guidance, and the state.

Target Population—Applicants must propose to serve:

- Students who primarily attend schools that—
 - Are implementing comprehensive support and improvement activities or targeted support and improvement activities under [ESEA Section 1111 \(ad\)](#).
 - Other schools determined by the LEA to need intervention and support to improve student academic achievement and other outcomes.
- The families of these students (see [ESEA Section 4203 \(a\)\(3\)\(A\)](#)).

Applicants may propose to serve students who attend one or more Title I Schools

Academic Focus—A 21st CCLC must operate in a manner that maximizes the program's impact on the academic performance of participating students. Applicants must propose academic instruction and enrichment activities to help students meet and exceed state and local standards in English language arts, reading, and mathematics. Applicants may also provide academic instruction in other core content areas, targeted to the students' needs and aligned to the instruction received during the school day.

Programmatic Operation—A 21st CCLC's services must be provided outside the regular school day or during periods when school is not in session (i.e., before school, after school, evenings, weekends, holidays, or summer). A program may offer services to students during normal school hours on days when school is not in session (i.e., school holidays or teacher professional development days). Activities targeting adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

If services are to be provided in a location other than a public school, the location must be at least as available, safe, conducive to learning, and accessible as a public school. ALSDE staff may visit and tour locations that are not public schools prior to finalizing an award. The applicant is responsible for adhering to any local zoning and/or safety permit requirements.

Equitable Services for Private School Participation—In accordance with ESEA Sections 8501–8506, 21st CCLC applicants must consult with nonprofit private elementary and secondary schools, including religiously affiliated schools, located within the boundaries of the geographical area to be served during program planning and the development of their application. ESEA Section 8501(c)(1) provides topics that should be discussed and other important requirements for this consultation. Services and benefits provided to private school students must be equitable to services provided to public school children and must be secular and non-ideological.

Applicants should include in their application detailed plans to provide equitable services to any private school children identified for services as a result of this consultation. Applicants must engage in this required pre-application consultation and complete and upload the Private School Consultation Form (Form 5) into eGAP Required Documents with their application.

Applicable Federal Regulations

Applicants should review the 21st CCLC Statute (located in [Title IV, Part B of the ESEA](#)), as amended by the ESEA, and the following federal regulations, accessible via the electronic [Code of Federal Regulations \(CFR\) Web site](#), which are applicable to the 21st CCLC program. Applicants are reminded that, if funded, their programs must comply with these laws and regulations.

- [2 CFR Part 25](#)—Universal Identifier and System for Award Management
- [2 CFR Part 170](#)—Reporting Subaward and Executive Compensation Information
- [2 CFR Part 175](#)—Award Term for Trafficking in Persons
- [2 CFR Part 180](#)—OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement) as adopted at 2 CFR Part 3485
- [2 CFR Part 200](#)—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards as adopted at 2 CFR Part 3474 (*Note:* 2 CFR Part 200.211(b)(1) requires that a grant recipient’s name match their registered name associated with its unique entity identifier as discussed and defined at 2 CFR Part 25).
- [34 CFR Part 76](#)—State-Administered Programs
- [34 CFR Part 77](#)—Definitions that Apply to Department Regulations
- [34 CFR Part 81](#)—*General Education Provisions Act* Enforcement
- [34 CFR Part 82](#)—New Restrictions on Lobbying

Additional information on select government wide regulations is presented below:

Applicants should review the Certifications and Assurances for Federal Subawards (pages 70–71) and the Program Specific Assurances (page 71) to ensure that, if awarded a subgrant, they are capable of full compliance, especially with all the referenced federal regulations and state laws, in order to enter into an agreement with the ALSDE for this program. For example, in compliance with 2 CFR 200.112, applicants must disclose in writing any potential conflict of interest to the ALSDE in accordance with the USDOE’s conflict of interest policy. A signed Certifications and Assurances Signature Page (Form 2) is *required* to be uploaded into eGAP Required Documents as part of the subgrant application and *legally binds* the applicant to the agency’s certifications and assurances.

Federal 21st CCLC Requirements

An application proposing a 21st CCLC *must* include descriptions of *all* the following, if applicable:

- Before- and after-school, summer, or other non-school-time activities to be funded.
- How these activities are expected to improve student achievement as well as overall student success. ESEA Section 4204(b)(2)(B)
- How the transportation needs of participating students will be addressed (transportation plans) to ensure that students will travel safely to and from the center and home. ESEA Sections 4203(a)(10) and 4204(b)(2)(A)(ii)
- Strategies to disseminate information about the center (including its location) to the community in a manner that is understandable and accessible. ESEA Section 4204(b)(2)(A)(iii)
- The federal, state, and local programs that will be combined or coordinated with the proposed project to make the most effective use of public resources (without supplanting). ESEA Sections 4204(b)(2)(C) and 4204(b)(2)(G)
- How the project’s activities will meet the measures of effectiveness. ESEA Section 4205(b)(1) (see page 51)
- The partnership between/among a school or LEA, a community-based organization, and/or another public or private organization. ESEA Section 4204(b)(2)(H)
- An evaluation of the community needs and available resources for the community learning center and a description of how the project proposed to be carried out in the center will address those needs (including the needs of working families). ESEA Section 4204 (b)(2)(I)
- The applicant’s experience, or promise of success (including research or evidence-based practices), in providing educational and related activities that will complement and enhance academic performance, achievement, and positive development of students. ESEA Section 4204(b)(2)(J)
- How the applicant will use appropriately qualified persons, including senior citizens, to serve as volunteers (if applicable). ESEA Section 4204(b)(2)(M)

An application proposing a 21st CCLC **must** also include a preliminary plan for how the 21st CCLC will continue after this funding ends. ESEA Sections 4203(a)(8)(B) and 4204(b)(2)(K), and assurances that:

- The project will take place in a safe, easily accessible facility that is conducive to an effective learning environment; local zoning and/or safety permit requirements. ESEA Section 4204(b)(2)(A)(i).
- The proposed program was developed and will be carried out—
 - In active collaboration with the schools that the participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, any LEA (also referred to as a school district), community-based organization, and any other public or private entity that is working in partnership with the eligible entity, in compliance with applicable laws relating to privacy and confidentiality. ESEA Section 4204(b)(2)(D)(i)
 - In alignment with the challenging state and local academic standards. ESEA Section 4204(b)(2)(D)(ii)
- The project will primarily target students who attend schools eligible for Title I school-wide programs and their families. ESEA Section 4204(b)(2)(F)
- The community is timely notified of the applicant’s intent to submit an application.
- The applicant, after the submission, will make the application and any waiver request available for public review. ESEA Section 4204(b)(2)(L).

Pre-Screened List of External Organizations

In accordance with the ESSA, Title IV, Part B, 21st CCLC, the ALSDE is required to post a list of pre-screened external organizations in Alabama that have knowledge and expertise necessary to assist 21st CCLC subgrantees in carrying out the activities outlined in their approved subgrants. 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 or working with before and after school (or summer recess) programs and activities.

[\(ESEA, Section 4201\(b\)\(4\)\)](#)

The external organization must meet the following minimum requirements:

- Operate as nonprofit in good standing in Alabama.
- Have a minimum of five years’ experience operating or delivering services to out-of-school-time programs in Alabama

A list of partnering organizations can be found under “Resources” on the Alabama 21st CCLC website <https://www.alabama21cclc.org/>. Any applicant or partnering organization interested in being included on the list of pre-screened organizations must complete the [ESSA External](#)

[Organization Profile](#) form. *Note:* this form is not required to apply or to enter into a contract with a vendor/external organization.

State-Level 21st CCLC Program Requirements

- Applicants must address the following six focus areas in their objectives for the proposed 21st CCLC:
 - Academic Achievement and Student Engagement in learning (ELA, reading, and mathematics are required)
 - Attendance (in the regular school day)
 - Behavior (in the regular school day)
 - Holistic Health & Wellness
 - Service Learning
 - Parent and Family Involvement
- Applicants may not propose to serve a population of students who attend a school or site that is currently served by a 21st CCLC program with funding that will continue during 2025-2026. Exception: current 21st CCLC programs may only apply for new awards if the application demonstrates how the new award will expand or increase the current 21st CCLC program(s).
- Projects must establish an advisory council comprised of students, teachers, parents, and members of community agencies and businesses. The council must meet at least once every six months, and appropriate documentation of meetings should be maintained (sign-in sheets, agendas, minutes).
- Hours of Operation:

All proposed 21st CCLC must, at a minimum, provide direct after school services to students for a minimum of 300 hours over the course of the academic year.

 - 21st CCLC sites that serve elementary Grades K-5 are to be open for a minimum of ten (10) contact hours, Monday-Friday, for the entire regular school year.
 - 21st CCLC sites that serve middle and/or high school Grades 6-12 should be open for a minimum of six (6) contact hours, at least four days a week, for the entire regular school year.
 - The days of operation must be consistent from week to week. A project may choose to operate before school for a maximum of 30 minutes per day; however, the before school hours must be in addition to the required hours after school. Saturday activities are optional but must *not* take the place of the hours required for after-school programming.
 - Saturday academies are optional as supplementary activities to after-school programming.
- Field trips should be connected to the academic or enrichment program and provide an educational experience for students to grow academically or culturally. Academic year and summer program field trips must adhere to the following guidelines:

- All field trips must be pre-approved by the ALSDE and are not allowed for entertainment, amusement, or recreational purposes.
- Field trip requests must include a lesson plan, budget, and narrative aligning the trip with the programs' SMART goals and objectives and at least one state academic standard and must be submitted by August 15th for first semester trips and January 15th for second semester trips. Summer field trip requests must be submitted by May 15th.
- Fees may not be collected from students or families to offset field trip expenses.
- Field trips must be allocable, reasonable, and necessary.
- Academic year field trips are limited to one per semester and are not allowed to take place during regular school hours.
- Summer program field trips are limited to one per week.
- Summer Program (optional) Requirements:
 - Offer activities/services consistent with the academic and enrichment goals and objectives identified in the application.
 - Operate a **minimum** of 75 hours within June 1–July 31, each year.
 - Programs should be designed for evidence-based learning, engagement, and small-group implementation.
- During periods of direct academic instruction, a student-to-teacher ratio of 12:1 or less is encouraged. The ALSDE encourages using certified instructors in core subject areas to ensure instruction that correlates with the Alabama State Academic Standards.
- Applicants that propose to employ non-certified educators to provide academic instruction should show that the non-certified staff responsible for providing academic instruction are knowledgeable of the Alabama academic standards and have the necessary subject matter credentials. Examples of acceptable non-certified staff include, but are not limited to, retired or former educators; third- or fourth-year college students majoring in education, English, reading, math, or another appropriate subject; and individuals who have earned a bachelor's degree or higher in education, English, reading, math, or another appropriate subject.
- All or some administrative hours may be scheduled outside the normal program's operating hours. Time claimed as "hours worked" for other non-administrative employees paid by 21st CCLC funds should be primarily during the center's operating days and hours. A non-administrative employee can work one hour before students arrive and/or one hour after the students are dismissed from the program. If there is a reason for non-administrative employees' work hours to extend beyond those two hour-long periods, such as for pre-opening planning, the grantee must request approval from the ALSDE 21st CCLC staff using the *21st CCLC Verification of Planning Form* before working the hours.
- All 21st CCLC staff, including program directors and site coordinators, must submit detailed work hours activities through Personnel Activity Reports (PARs) reflective of any time worked during regular program hours. This documentation must be submitted monthly in

eGAP with the timesheet of any staff claiming time outside of program hours. The details provided should match the amount of time claimed. Failure to provide timely and complete documentation may result in non-reimbursement.

- Methods for the initial identification and approval of enrolling students and their ongoing participation must be established. Community learning centers must implement controls for acceptable student behavior during out-of-school time. Students cannot be “required” to attend extended-day programs.
- Subgrantees must maintain direct oversight of the implementation and administration of the 21st CCLC program for which they receive funding. Further sub-granting of funds by the award recipient is *not* allowed.
- Subgrantees are **not** allowed to charge students and their family members *any* fees. All costs associated with 21st CCLC program activities, including field trips, should be included in the project budget.
- Subgrantees are **not** allowed to use 21st CCLC funds for any food purchases, including snacks, unless these purchases are to be used as a part of an approved cooking class, cooking demonstration, or a health/nutrition education lesson. Additionally, subgrantees are *not* allowed to charge students or their parents for costs associated with supplemental snacks and meals. To ensure student nutritional welfare, the Alabama State Child Nutrition Program (CNP) should be consulted and involved in providing nutrition program information about the USDA National School Lunch (NSLP) After-School Snack Program, the USDA NSLP Seamless Summer Option, and/or the USDA Child and Adult Care Food Program (CACFP) for providing breakfast, lunch, and/or snacks to program participants. These federal funds are available to reimburse schools and non-profit organizations for nutritious snacks and meals served to children and youth in extended day/summer programs. For further clarification or more information, contact the ALSDE CNP office via phone (334-694-4657) or through the ALSDE CNP website <https://www.alabamaachievers.org/cnp/>.
- The program director must be in place before the project begins. The program director is expected to attend all mandatory meetings and/or professional development required by the ALSDE. Failure to do so will negatively impact the program’s risk status for monitoring.
- The primary applicant must serve as the fiscal agent and have an automated accounting system in place that is compliant with 2 CFR 200.302 Financial Management.
- Programs **must** maintain a minimum average daily attendance of at least 75 percent of their approved enrollment in year two and 85 percent of their approved enrollment in years three, four, and five to continue receiving the yearly full grant award. If the average daily attendance falls below the required percent of the approved enrollment, the award amounts in subsequent years **will be reduced**. Award amounts are based on a particular number of hours of operation and a specific number of students to be served. If **either** of these critical factors change, award amounts in subsequent years will be reduced to the **actual** average daily attendance and program hours reported.

- A favorable criminal background check must be on file for all staff and volunteers who will work directly with students before they are allowed to work for the project.
- Joint/Co-Applicant/Collaborative Partnerships
 - All collaborative partners must be knowledgeable of the contents of the submitted application. The application should be written in collaboration with all partners and applicants are required to include all partners throughout the project planning, grant writing, start-up, and implementation processes.
 - For any agreement that involves a school, the LEA/district superintendent (or their designee) and the principal of each participating school must sign a memorandum of understanding (MOU) regarding the proposed 21st CCLC that includes all roles and responsibilities associated with the partnership. Applicants and partners are urged to develop one clear, specific MOU that articulates the role, scope of services, in-kind contributions, and funding to be provided to and by each partner. (*Note: The district superintendent’s designee for signature must be a district-level official and cannot be a school-level official.*) Additionally, the superintendent and each principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the project by signing the Superintendent and Principal Support Certification Form (Form 4).

H. Authorized Activities

All activities provided with 21st CCLC federal funds must be allowable under the program and consistent with 21st CCLC requirements. Funds **must** be used to raise student achievement through activities that take place during out of school time and are aligned with the challenging state and local academic standards and local curricula. The following activities are allowable:

- **Academic enrichment learning activities** that allow students to apply the knowledge and skills learned in school to real-life experiences in fun, interactive, and often project focused ways.
- Programs that build skills in **science, technology, engineering, and mathematics (STEM)**, including computer science and engineering design that foster innovation in learning by supporting non-traditional STEM education teaching methods.
- **Academic remediation/ tutoring/ homework help** which may specifically target students whose academic performance has been deemed to need improvement or who need reinforcement of concepts learned during the school day.
- **Literacy education programs**, including financial literacy programs and environmental literacy programs.
- **Recreational programs** that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs, and promote social skills, teamwork, leadership, competition, and discipline.

- **Activities for limited English proficient students** that emphasize language skills and academic achievement.
- **Well-rounded education activities**, including such activities that enable students to be eligible for credit recovery or attainment.
- **Programs that provide assistance** to students who have been truant, suspended, or expelled to allow students to improve their academic achievement.
- **Drug and violence prevention, counseling, and character education programs.**
- **Activities targeting adult family members** to help them acquire knowledge or a skill meant to be imparted through participation in the service or activity, such as General Educational Development (GED) classes, developing a resume, effective parenting strategies or **family literacy strategies** intended to enhance the literacy skills of the adult family member.
- **Programs that promote parental involvement** designed to engage parents more actively in supporting their children’s educational attainment.
- **Community service/ service learning/youth leadership programs** characterized by defined service tasks designed and performed by students that address community needs and help students acquire values, knowledge and skills, including leadership skills.
- **Cultural programs.**
- **Art programs** which inspire creativity, innovation, and inspiration.
- **Educational instruction or educational enrichment activities involving weapons** such as archery, hunting, other shooting sports, or culinary arts (must take place outside of school campuses).
- **Pre-approved field trips** connected to academic or enrichment programs that provide an educational experience for students to grow academically or culturally.
- **Career/Job training** 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.*) and the *Workforce Innovation and Opportunity Act* (29 U.S.C. 3101 *et seq.*).
- **Elective high school courses** that are not required by the SDE for graduation but may earn credit towards high school graduation.
- **Professional development opportunities for staff** that are tied to 21st CCLC content.

I. Unauthorized Activities

21st CCLC Grant funds **may not** be used to:

- Support activities that occur during the normal school hours unless such activities target adult family members of participating students.
- Purchase any food including snacks unless the food is a part of an approved cooking class or cooking demonstration or health/nutrition lesson.

- Cover costs associated with field trips or other activities whose sole or primary purpose is entertainment (amusement parks, skating rinks, etc.).
- Provide gift cards, gift certificates, or other monetary incentives for students.
- Provide incentives for staff (bonuses, awards, luncheons, etc.).
- Provide or support religious activities.
- Cover costs associated with any marketing activities (not including recruitment of student participants).
- Cover costs associated with any type of grant writing or fundraising activities.
- Pass-through or subgrant to another agency or entity to operate the 21st CCLC program.
- Purchase buses or any vehicles.
- Purchase, construct, or renovate a building.
- Purchase clothing for employees or students. An exception to this is the purchase of t-shirts with the 21st CCLC program name or logo on them for the purpose of identifying students on a field trip. In this case, the 21st CCLC logo must be the dominant graphic and the shirts must remain the property of the program (not sent home with students). An additional exception that may be considered on an individual program basis is a class/group set of clothing required for safety or proper movement for a physical activity. Exceptions to clothing purchases must be reasonable, necessary, and pre-approved by the ALSDE.

J. Program Accountability and Monitoring

The ALSDE is responsible for monitoring the 21st CCLC program implementation to establish or expand activities that provide opportunities for academic enrichment; offer students a broad array of additional services, programs, and activities; and offer families of students served with opportunities for literacy and related educational development, in accordance with the following program accountability requirements:

- Each applicant receiving funding through this RFA meets the eligibility requirements for the subgrant described herein, and the applicant has provided all required assurances that it will comply with all program implementation and reporting requirements established through this RFA.
- Each applicant receiving funding through this RFA appropriately uses these funds as described in this application package.
- Each applicant implements activities funded through this application within the timeline in which the funds provided are to be used.

The ALSDE reserves the right to interview applicants recommended for funding, request additional documentation, and visit proposed sites that are not school facilities to ensure compliance with federal requirements. Local zoning and/or safety permits requirements should be met.

Applicants awarded subgrant funds must satisfy periodic reporting and accountability requirements throughout the term of the subgrant. These requirements address: (1) program accountability; (2) performance reporting; (3) annual budget; (4) monitoring; (5) program evaluation; and (6) technical assistance.

1. Program Accountability

Each subgrantee is responsible for carrying out its responsibilities in accordance with ESEA, as amended by ESSA, [Title IV, Part B](#); all applicable statutes, regulations, and programmatic guidance; and its approved subgrant application and work plan. Subgrantees must maintain direct oversight of the program implementation and administration.

2. Performance Reporting

Performance reporting requirements include those for both programmatic reporting and fiscal reporting. The subgrantee is responsible for ensuring that all required performance reports are accurate, complete, and submitted on time.

Programmatic Reporting Requirements

Annual programmatic performance/continuation reports must be submitted to the ALSDE no later than November 15th of each year. Progress toward achieving subgrant goals and objectives will be monitored through the annual performance report process.

The following is required of all subgrantees, and these requirements are to be reported in the programmatic and financial reports in the period the activity occurred:

- Subgrantees are required to complete and submit several programmatic and financial reports during the funding period. The ALSDE will provide awardees with the instructions, deadlines, and training for completing and submitting all required reports.
- Subgrantees must use the 21st CCLC online data collection and reporting systems (EZ Reports) to submit outcome-based data for evaluation purposes, including measures for academic performance, attendance (during the regular school year), and behavioral changes (see GPRA info below). All students enrolled in the program must be coded in PowerSchool (the State's Student Information System) by October 7 each year. Instructions for coding students will be provided to subgrantees. Non-LEA subgrantees must work with their LEA partners to ensure that this has been completed and should be a part of the MOU agreement with the LEA. Each subgrantee is required to designate a person to be responsible for submitting all project data by deadlines set by the ALSDE. However, a subgrantee's program director is ultimately responsible for all elements and the timely submission of all reports.

Government Performance and Results Act (GPRA)

All 21st CCLC programs must collect and report data necessary to demonstrate student success ESEA Section 4205(b)(1)(c). This may require collaboration with local LEAs (school districts) and/or other stakeholders to ensure timely, accurate, and complete reporting in accordance with the *Federal Government Performance and Results Act (GPRA)*.

Report indicators relating to the impact of the 21st CCLC program on communities include the following:

- **Academic Achievement:** Percentage of students in Grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading, language arts, and math on state assessments.
- **Grade Point Average:** Percentage of students in Grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted grade point average (GPA) less than 3.0 who demonstrated an improved GPA.
- **School Day Attendance:** Percentage of youth in Grades 1-12 participating in 21st CCLC during the school year and summer who had a school-day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
- **Behavior:** Percentage of students in Grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- **Student Engagement in Learning:** Percentage of students in Grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

See Section M – Peer Review and Selection Process: *Other Considerations* for the conditions pertaining to continuation awards.

Fiscal Reporting Requirements

All expenditure reports, called Expenditure Summaries version 2 (ES2s) must be submitted through the ALSDE's grants accounting processing system (eGAP). eGAP training will be provided during the subgrantee award meeting. **Monthly submission of expenditure reports is encouraged** but submission of expenditure reports *at least* quarterly is required throughout the subgrant award period (see the following table). Subgrantees are responsible for ensuring that reports are accurate, complete, and submitted on time.

Non-LEA sites must also submit copies of receipts, invoices, and Personnel Activity Reports (PARs) along with their ES2s for ALSDE review and approval before they go to ALSDE accounting for payment.

Please note that ES2s must go through the review process and approved before reimbursements can take place which can take varying amounts of time depending on the time of the year, so it is in the subgrantee’s best interest to submit ES2s monthly and in a timely manner.

Required quarterly expenditure report due dates for the 21st CCLC program are as follows:

Reporting Period	Report Due Date
July 1–September 30	November 15
October 1-December 31	February 15
January 1-March 31	May 15
April 1-June 30	August 15

*In accordance with generally accepted accounting procedures (GAAP), all expenditures by the state’s fiscal year end, September 30th each year, must be reported by November 15th each year. Goods and services received by September 30th each year, must be invoiced, paid, and claimed by November 15th each year. Goods and services received by the end of each reporting period should be invoiced, paid, and claimed within 45 days after the close of the reporting period. Goods and services must be received within the reporting period to be claimed for that reporting period. Failure to submit quarterly expenditure reports by the due date may result in the ALSDE **withholding** funds for the next year of the grant.

3. Annual Budget

An annual budget of projected expenditures to be funded by the subgrant must be submitted through eGAP during the application process. Following subgrant award notification, ALSDE specialists will work with subgrantees to make any needed adjustments to the budget to bring all line items into compliance before approving the budget. The budget must be approved prior to submitting any reimbursement payment requests. The annual budget must be submitted to the ALSDE for approval each subsequent year of the subgrant as part of the continuation application process.

The ALSDE reserves the right to negotiate final budgets and to disqualify costs associated with line items that are unallowable, un-allocable, unreasonable, or inconsistent with the proposed project’s activities and strategies.

4. Monitoring

The 21st CCLC program staff are responsible for onsite and/or desktop monitoring and providing technical assistance support to subgrantees during the grant period, as

determined necessary based on the applicant's risk as measured throughout the period of the grant award. All grantees will be monitored at least once during the grant period. Monitoring and technical assistance support includes, but is not limited to:

- Review of program implementation and status.
- Development of instructional strategies.
- Meeting and training workshop facilitation.
- Routine site reviews and compliance visits.
- Quarterly and annual performance reports data review.
- Reviews and recommendations of professional development for staff.
- Budget management.

The 21st CCLC staff will provide technical assistance support to subgrantees on any areas identified through monitoring to include:

- Ensuring that the entity aligns the project activities with the challenging state academic standards.
- Ensuring that the entity identifies and partners with external community organizations, if available.
- Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.
- Coordinating 21st CCLC subgrant funds with other federal, state, and local funds to implement high-quality projects.

As part of the monitoring and/or technical assistance process, the ALSDE may conduct site visits. Subgrantees *must* agree to site visits conducted by the ALSDE or federal program representatives. The purpose of site visits is to validate information provided in fiscal and program reports and to gather more detailed information on implementation efforts and challenges from interviews and observations for TA and monitoring purposes.

The ALSDE may require additional information from the subgrantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports. Prior to monitoring, whether via site visit or desk audit, subgrantees may be required to submit additional relevant information that will allow the ALSDE to conduct a useful, efficient, and effective monitoring. All documentation must be uploaded into the Cognia platform and maintained for compliance.

The ALSDE staff will verify the contents of documentation submitted. Subgrantees may be asked to revise reports when:

- Non-allowable expenses are found.

- Documentation is incomplete or difficult to understand.
- There are unexplained discrepancies between the proposed use of subgrant funds, as provided in the annual budget, and actual expenditures found in the submitted documentation.

5. Program Evaluation

Subgrant Recipient Project Monitoring and Evaluation

Subgrantees are required to conduct ongoing monitoring and evaluation to ensure project goals are achieved. An external evaluator must be used to conduct an evaluation of the program. The external evaluator must be an individual, agency, organization, etc., with no vested interest in the 21st CCLC program. Excluded from external evaluation are family members of applicants and/or family members of partners, employees of applicants, and/or employees of applicant's partners. The external evaluator must be selected before applying, and his/her name must be included in Component 3d. of the application and comply with the following stipulations:

- The amount paid to an external evaluator from 21st CCLC grant funds cannot exceed 3% of the annual grant award amount.
- The external evaluator's annual report must include a detailed description of the program's operations.
- External Evaluators may not write and/or develop any part of the 21st CCLC grant application.
- External Evaluators must sign the 21st CCLC conflict of interest form and have a MOU returned to the grantee before performing any work. The MOU must be uploaded into eGAP under Required Documents Form 3.

The purpose of the external evaluator is to evaluate the program's effectiveness, including the SMART goals and GPRA measures, ensure compliance, and improve technical assistance and professional development. Applicants must provide a description of their evaluation plan that includes the tools that will be used for assessing progress on the stated goals and objectives. A description should explain how the evaluation results will refine performance measures, improve and strengthen the program, and how information will be disseminated to stakeholders during the School Board Meeting and/or the Advisory Council Meeting.

Once awarded funding, all grantees must input their data into the statewide EZ Reports data collection system. An EZ Reports annual fee of \$900.00 per site should be included in the line-item budget. Local program evaluation funds will ensure that 21st CCLC grantees accurately implement data management systems that allow for correct data reporting to ALSDE and the USDOE. If the payment is not received by the deadline, the

account will be deactivated until payment is received by EZ Reports. Noncompliance may result in being viewed as a high-risk grantee and/or a potential loss of funding.

For faith-based, community-based, for-profit, nonprofit, and other organizations (Non-LEAs): To assist the 21st CCLC with its assessment process, the local LEA must provide the 21st CCLC access to state-administered assessment results, regular school attendance data, and student behavior data. Documentation must include qualitative data on family contact time at the community learning center, parent surveys, student surveys, student grades, GPAs, regular school-day teacher surveys, portfolios or anecdotal information, and safety data. More details about GPRA measures can be found at <https://www.samhsa.gov/sites/default/files/gpra-fact-sheet.pdf>.

ALSDE External Review

The ALSDE is required to contract for an external evaluation of the State's 21st CCLC program. The USDOE or its representatives may conduct evaluations of the 21st CCLC program as well. Subgrantees are required to comply with any request by the USDOE or its subcontractor, or the ALSDE and its evaluation subcontractor, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collection.

K. Fiscal Operations

Subgrantees must use 21st CCLC funds for allowable expenditures during the designated program-year period. Subgrantees must maintain direct control of the total subgrant award during the entire subgrant cycle. Matching or in-kind funds are not required; however, matching and in-kind funds are an indicator of potential sustainability of a 21st CCLC project and should, therefore, be indicated on the budget narrative, if applicable.

Allowable Costs

All expenditures must comply with applicable state and federal laws, regulations and guidance, including the Uniform Guidance rules under 2 CFR 200.403 and other rules regarding the allowability of funds. All costs *must*:

- Reflect resources necessary and be directly allocable to the project plan (goals, objectives, and activities).
- Be reasonable in cost for the performance of the project.
- Conform to any limitations or exclusions as set forth in the RFA, program regulations, and federal cost principles.
- Be administratively efficient.

- Be treated in a consistent manner by the subgrantee as an item of cost, regardless of the source of funds involved.
- Be categorized according to generally accepted accounting principles (GAAP).
- Not be included as an item of cost in any other federally funded program.

Unallowable Costs

Subgrantees may not use 21st CCLC subgrant funds for any costs that provide for any unauthorized activities described in Section I (see page 20). Subgrantees may not subgrant or pass through to another entity to operate the 21st CCLC project. Any unspent funds remaining at the end of the subgrant period will be retained by the ALSDE for reallocation to other subgrantees.

L. Supplement, Not Supplant

All 21st CCLC subgrant funds must supplement, not supplant, existing services and may not be used to supplant other federal, state, local, or nonfederal funds. Projects may not use subgrant funds to pay for existing levels of services funded from any other sources or for any services mandated by state, federal, or local law. This requirement also applies to summer program funds which may not be used to pay for services typically paid for through other federal, state, or local funding unless that funding is no longer available (such as ARP ESSER funds). To do so would violate the “supplement, not supplant” requirement of federal programs.

M. Peer Review and Selection Process

Subgrant applications that are received in eGAP by the deadline will be subject to a rigorous peer-review process.

Phase One: Review of Application Components

All required materials including forms and appendices must be uploaded into eGAP for the application to be considered complete and eligible for review.

Phase Two: ALSDE Pre-Reader Review Assessment

The ALSDE 21st CCLC staff will conduct an initial review of applications for completeness, applicant eligibility, required signatures and dates, and compliance with the RFA instructions.

Phase Three: Federal Compliance Review and Scoring

- Three peer reviewers from diverse backgrounds without a vested interest in any applicant being funded will evaluate each application based on the quality of the proposed activities and the applicant’s capability to implement the proposed project. The peer review team will be comprised of experienced grant readers from various professions and entities, including the ALSDE, with expertise in providing effective academic enrichment, youth development, and related services to children and youth.

- Peer reviewers will use the 21st CCLC eGAP scoring rubric on pages 52–65 to read and score each application independently. After the three reviewers have individually rated an application, the scores will be averaged. An application can earn up to a maximum of 120 points for an average score. Applications that fail to earn an average score in the adequate/meets range (70 points) or higher as rated by the reviewers will not be eligible for funding.
- Competitive Priority Points will only be added to applications that are eligible for funding as described above (refer to Section D: Competitive Priorities)

Phase 4: ALSDE Post-Reader Review Assessment

Applications will be ranked by final scores. Subject to the ALSDE's approval, the availability of federal funds, geographic equity, and the inclusion of priority programming, subgrant awards will be made starting with applications that earned the highest overall scores in the fully meets range (100 points) or higher. To the extent practical, the ALSDE will award subgrants equitably among geographic regions within the state to include rural and urban communities. If funds remain following these awards, the ALSDE will consider funding remaining applications earning a final score within the adequate/meets range according to rank order until all funds are allocated.

Phase 5: Notification of Awards

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

Other Considerations

Applicants who currently receive 21st CCLC funding or have received 21st CCLC funds in the past will be subject to a review of historical data (including financial data for evidence of timely submission of budgets and expenditure reports and accuracy of amendment requests; expenditures and supporting documents; and data on enrollment, attendance, and student achievement) to confirm compliance and performance during the previous year/program before decisions about final awards are made. The ALSDE reserves the right to not grant an award if the data review reveals that the applicant did not adhere to the previous subgrant's guidelines or meet the project's goals and objectives.

If a grant is awarded, the ALSDE will conduct an initial risk review based on the current grant application and performance during past grant awards, if applicable, to determine the level of technical assistance, oversight, and special conditions that may be needed, if any, to ensure compliance. If special conditions are required, the ALSDE will provide the grantee notice per 2 CFR 200.208. Each subsequent year of the grant the subgrantee will be asked to complete a self-risk assessment and results of that assessment will be used by the ALSDE to designate the grantee as low, medium, or high risk that will determine the level of technical assistance, oversight, and monitoring required.

Continuation awards are contingent upon the subgrantee meeting all reporting requirements and demonstrating substantial progress toward meeting project objectives and use of all funds requested in the previous subgrant award period. The ALSDE will review the subgrantee's prior year's reports, thoroughness, and timeliness in submitting reports, annual budget, and the availability of funds before awarding any continuation subgrants.

Appeals Process

An applicant who has submitted a proposal that the ALSDE does not fund may appeal the ALSDE's decision. Such appeal must be in writing and postmarked or delivered to the ALSDE within 30 days from the date that notification is received. An informal hearing may be afforded to the complainant with the ALSDE's Federal Programs staff within 15 business days after the receipt of the written request. Oral and written testimony will be taken.

PART II: Application Overview, Content, and Instructions

Read **all** guidelines and criteria carefully before preparing your application. Only applications that include **all** sections and appendices and fully adhere to these guidelines will be reviewed and considered for funding. Incomplete applications *will not* be reviewed.

A. Application Overview

Applicants are encouraged to prepare **all** of the following elements of the application **before** beginning the online submission process. Use the following overview as a checklist to ensure that the application is complete with items labeled accordingly and presented in the order outlined below. Verify that all narrative components and appendices are included prior to uploading attachments. The online application for the 21st CCLC program is organized into the following sections:

Section I: Applicant Information and Proposal Narratives (eGAP Application Details)

- Component 1: General Information
- Component 2: Needs Statement
- Component 3: Project Design
 - Component 3a: Performance Goals and Objectives
 - Component 3b: Description of Strategies and Activities
 - Component 3c: Student and Family Support
 - Component 3d: Evaluation Strategies
- Component 4: Management
- Component 5: Adequacy of Resources and Sustainability
- Component 6: Timeline of Activities and Project Weekly Schedule
- Detailed Budget Narrative
- Budget Summary

Section II: Proposal Attachments

- Form 1: Application Cover Page
- Form 2: Certifications and Assurances Signature Page
- Form 3: MOU(s)
- Form 4: Superintendent and Principal Support Certification
- Form 5: Private School Consultation Form
- Form 6: Community Partnership Agreement
- Form 7: Timeline of Activities
- Form 8: Projected Weekly Schedule
- Form 9: Multi-Year Program Design and Performance Form
- Form 10: Job Descriptions
- Form 11: Program Director Resume

B. Online Application Submission

Applications must be submitted using the online application in eGAP <https://alabama.egrantsmanagement.com>. The online submission is organized into two sections—Online Forms and Proposal Attachments.

Use the following instructions to compile and complete all proposal attachments prior to submitting your application.

C. Applicant Information and Proposal Narratives

The electronic application does not permit more than 5,000 characters (including spaces) per section, so applications must be concise while meeting the required elements.

Component I—General Information

Complete the following information about the school(s) you propose to serve. Applicants must ensure that all students have equitable access to the program regardless of disabilities, language, gender, race, origin, color, or age. Non-LEAs will need to complete this information in collaboration with the school(s) that the organization is proposing to serve in accordance with ESEA Section 4205(b)(1)(A).

- Identify the school(s) and LEA (school district) to be served by the program receiving this grant.
- Indicate the number of schools and if the program sites are local or non-local education agencies (non-LEAs).
- Specify the location where services will be provided (physical location and address).
- Provide a list of all the grade levels the program will serve.
- Identify the exact name of your program, which must include “21st Century Community Learning Center” as part of the name. Examples: Alabama Elementary 21st Century Community Learning Center; East Elementary 21st Century Community Learning Center; or The Learning Station 21st CCLC.
- Identify the actual student enrollment count for the proposed schools participating in the program.
- Identify the proposed total number of students and families to be served annually (academic year and summer) in the program.
- Indicate the number of hours the program proposes to operate per academic school year, during the summer, holidays, weekends, and other school breaks when school is not in session. New grantees should start program operation on June 1st for summer-only programs or August 1st for academic year or year-long programs. When determining hours of operation, consideration should be given to working parents. School year programs should operate a minimum of 300 hours and summer programs should operate a minimum of 75 hours.

- Elementary schools (or 21st CCLC sites that serve elementary Grades K-5) are to be open for a minimum of 10 contact hours, Monday-Friday, for the entire regular school year.
- Middle and/or high school programs should be open for a minimum of six contact hours, Monday-Thursday or Friday, for the entire regular school year.
- A comprehensive, month-by-month timeline outlining the procedures to be followed during the first year of the grant must be provided (Form 7). The expected timeline for program activities for the academic year is August 1 through July 31.
- Designate the Cost Center through which funding will be allocated.
- Specify how the program will recruit and retain students and staff.
- Select which competitive priorities the subgrantee qualifies for and provide evidence for qualification within the application narratives.

Component 2: Needs Statement (Maximum of 20 points available)

The needs statement is a key element of a proposal that makes a clear, concise, and well-supported statement of the need or problem to be addressed. The needs statement reflects the mission of the applicant organization and fits with the purpose of the funding opportunity.

This section presents the case for the project and should be a clear, factual, and compelling statement of the need or problem(s), who is affected, what caused the need or problem(s), and what will happen if the need is not addressed, or the problem is not resolved.

To make a convincing case that students (public and private) need the proposed 21st CCLC program, including the summer program (if applicable), the applicant should conduct a needs assessment to determine the population’s needs that the proposed project will address regarding academic achievement (in the core subjects, particularly reading and math), school attendance, behavior during the school day, and family literacy.

- a. Explain the needs assessment process and its findings. Specifically, include:
 - Involvement of collaborative partners in the development of the needs assessment, which **must** include:
 - When the program’s development process began.
 - The data/information collection effort.
 - How the various sources were gathered and analyzed.
 - How the program developed into a defined set of agreed-upon needs, forming the basis of the community learning center application proposal.
 - Needs of the community to be served, which *may* include:
 - Juvenile crime rate.
 - Violent and drug-related offenses.
 - Poverty rates.
 - Demographic, economic, and workforce changes.

- Needs of the proposed participating school(s), which *may* include:
 - If any of the proposed participating schools are identified as CSI, TSI, or ATSI.
 - Attendance data, school truancy rates, or drop-out data.
 - Number of students suspended or expelled in the previous year.
 - Short-term or long-term suspensions/ discipline rates/ expulsion rates.
 - Percentage of Title I students.
 - Percentage of students receiving free/reduced lunch.
 - Needs of private schools in the eligible attendance area.

- b. Explain the needs assessment process and its findings. Specifically, include:
 - Needs of the students to be served, including any specific student data pertaining to the needs to be addressed, which *may* include:
 - Reading and math proficiency scores.
 - Number of students below proficiency in mathematics or reading/language arts.
 - Needs of the students’ families to be served, which may include:
 - Education levels.
 - Family literacy needs.
 - Parental involvement and skills.
 - Needs related to a summer program if such a program is proposed.

- c. If an after-school program or summer program—other than a 21st CCLC (ineligible to apply)—is currently operating at the proposed site, describe this current program and include the number of students being served, the number of paid staff, the source of funding, and how many hours per week the program is operating. Explain how the proposed 21st CCLC will operate in conjunction with the existing program. Consider the impact on hours of operation, number of students served, services/activities provided, etc.

The program goals, objectives, and services identified in the application should be closely tied to the documented needs obtained throughout the needs assessment process.

Component 3: Project Design (Maximum of 40 points available)

The project design section includes the performance goals and objectives, the description of services and activities, and the evaluation strategies for the proposed 21st CCLC. Applicants must describe the goal(s), objectives, and services and explain how the proposed services will address the needs of students (public and private) and the needs of their families. Proposed services must be closely aligned with identified needs.

Applicants must use the Multi-Year Program Design and Performance Form Template (see pages 82-85) to develop a matrix that reflects the project design, including the performance goals, related objectives (performance measures), and strategies and activities.

Component 3a: Performance Goals and Objectives (Performance Measures)

Goals and objectives are clear statements of what the applicant will accomplish with the proposed project. All goals and objectives must reflect the results of the needs assessment, mirror the purpose of the subgrant award, and address the needs identified in the previous section.

A goal is a statement that explains the purpose of the project. It sets the fundamental, long-range direction of the project. In short, what is the end result to be accomplished? Typically, goals are broad, general statements that express the desired change(s).

All 21st CCLC projects *must* address the following performance goals, based on the six focus areas listed on page 15, in their objectives (performance measures):

1. Students regularly participating in the program will meet or exceed state and local academic achievement standards in ELA/reading and math.
2. Students regularly participating in the program will show improvement in school attendance and performance.
3. Students regularly participating in the program will show improvement in behavior during the school day by having reduced disciplinary referrals.
4. Students regularly participating in the program will demonstrate holistic health and wellness by exhibiting positive self-awareness, social awareness, relationship skills, decision-making skills, and self-management.
5. Students regularly participating in the program will demonstrate civic responsibility and strengthen their community through service-learning projects.
6. Families of students regularly participating in the program will be afforded opportunities for increased parent and family engagement.

Objectives are statements that define the methods the applicant will use to achieve the goal(s). Objectives break the goal down into smaller components that provide specific, measurable actions by which the goal can be accomplished. Objectives refer to activities to be carried out in a project and must be specific, measurable, achievable, relevant, and time-specific (i.e., SMART). Objectives are meant to be realistic targets for the project. They are written in the active voice and use action verbs. Well-written objectives will always answer the following question: *Who* is going to do *what*, *when*, and *to what extent*?

- For the purpose of this 21st CCLC competition, applicants **must include** the following objectives associated with measuring *academic achievement*, *attendance*, and *behavior* performance as aligned with performance goals 1, 2, and 3:

Performance Goal	Objectives (Performance Measures)
<p>1. <i>Students regularly participating in the program will meet or exceed state and local academic achievement standards in ELA/reading and math.</i></p>	<p>a. Fifty (50) percent of regular program participants will increase their math grade by a half letter grade or five (5) percentage points from the first marking period to the last marking period of each academic year.</p> <p>b. Forty-five (45) percent of regular program participants will improve their mathematics performance level on the state standardized assessment from the prior year to the current year.</p> <p>c. Fifty (50) percent of regular program participants will increase their ELA/reading grade by a half letter grade or five (5) percentage points from the first marking period to the last marking period of each academic year.</p> <p>d. Forty-five (45) percent of regular program participants will improve their reading performance level on the state standardized assessment from the prior year to the current year.</p>
<p>2. <i>Students regularly participating in the program will show improvement in school attendance and performance.</i></p>	<p>a. Ninety-two (92) percent of regular program participants will show improvement in school attendance by reducing their number of days absent from the prior year to the current year.</p> <p>b. Ninety-two (92) percent of regular program participants will show improvement in classroom performance, including homework completion and class participation, from the first marking period to the last marking period of each academic year as reported by teachers.</p>
<p>3. <i>Students regularly participating in the program will show improvement in behavior by having reduced discipline referrals.</i></p>	<p>Eighty (80) percent of regular program participants will show improvement in their school behavior by reducing their number of discipline incidents from the prior year to the current year.</p>

If the needs assessment (see Component 2 on pages 31-32) revealed other requirements related to academic achievement, attendance, or behavior that are not reflected in the required objectives (performance measures), the applicant must develop additional objectives (performance measures) to address the needs of the population the project will serve *and* that are likely to be directly influenced by the project’s efforts. Be sure to add these objectives to the *Multi-Year Program Design and Performance Form*.

- Applicants *must* also develop objectives (performance measures) related to the three remaining required performance goals for: (4) holistic health and wellness, (5) service learning, and (6) parent and family engagement.
 - Holistic health and wellness are sustained by various pillars: physical, nutritional, emotional, social, intellectual, financial, and environmental. Goals, objectives, and activities should emphasize youth development, nutrition health education, drug and violence prevention programs, counseling

programs, arts, music, physical fitness, and wellness programs under ESEA 4201(A)(b).

- Service Learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. At least one service learning project is required per semester along with one being required during summer programs. Goals, objectives, and activities should reflect the five main components of service learning initiatives: Investigation of community needs and partners, developing a strategy for change, implementing the service activity, reflecting on the effect of the project, and demonstrating/sharing what you have done and learned.
- Parent and Family Engagement activities increase parental involvement and family responsibility for their children's education. Goals, objectives, and activities should reflect events and opportunities that encourage family engagement, such as student, family, and financial literacy. An orientation as well as at least two additional family engagement activities should occur per school year.

If the application is funded, the stated objectives (performance measures) will be used to evaluate the project's progress, so set realistic, yet challenging targets and make sure that the figures used are achievable and verifiable.

- In this section of the narrative, clearly state the project's performance goals; the required objectives (performance measures) to be attained; any additional objectives (performance measures) required as a result of the needs assessment; and the objectives (performance measures) related to holistic health and wellness, service learning, and parent and family engagement. Ensure that goals and objectives are reflected in the Multi-Year Program Design and Performance form.

Component 3b: Description of Strategies and Activities

Strategies are considered those tasks that are the catalyst to help the target population achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students so that they learn.

Activities are those tasks that the target population of the project does to achieve objectives. For example, in a classroom, activities are what the students do to learn.

Strategies and activities must be evidence-based and help students meet the challenging state academic standards and any local academic standards in accordance with ESEA Section 4201(A). They must be related to the methods/design that the applicant will pursue to help the target population achieve the targeted outcomes (performance measures), and they are the specific actions that the target population will take to advance their abilities. Like objectives, strategies

and activities use action verbs such as work, create, and hire. *All objectives* should connect to specific activities and strategies that the project will use to address the change. A single activity may influence, and be listed with, more than one objective.

Both strategies and activities must relate to the line item costs in the Budget and Budget Narratives for the proposed project. All activities that require funding, including those offered during the summer (if applicable), *must* be described in the strategies and activities section and *must* be explained in the Budget and Budget Narrative or the item(s) will not be funded.

Provide a clear, concise description of the project activities that will be provided for students (public and private) and their families (including how many students and family members will be served); a rationale for selecting these activities; and how the activities are expected to improve student academic achievement, decrease discipline problems, increase daily attendance, and achieve other stated objectives. Include these activities in the Multi-Year Program Design and Performance Form (Form 9).

Address items in the following order:

- Describe the specific activities for students that will be undertaken to meet each project objective; include the number of hours per week, days of the week, number of weeks per year, and the total number of program hours that the site will provide services, along with the service provider or collaborative partner for each activity.
- Describe the specific activities that will be undertaken if a summer program will be operating.
- Describe how the proposed academic and enrichment activities are based upon the components of the measures of effectiveness regarding evidence-based research and best practices (see Appendix A. Definitions of Terms Used). Applicants must cite the sources of the research information included in the application. Discuss how the instructional activities and teaching strategies are designed to be innovative and engaging and will be coordinated with activities that occur during the regular school day.
- If a summer program will be operating, discuss how the instructional activities and teaching strategies are designed to be innovative and engaging and will be coordinated with activities that occur during the upcoming academic year.

Component 3c: Student and Family Support

Provide a clear, concise description of the project services, including meals and activities that will be provided to support students (public and private) and their families (including how many family members will be served). Describe services that will be provided during the summer program, if applicable.

- Describe additional social and/or behavioral services that will be provided to support student success.
- Describe the types of snacks/meals that will be served daily, how they will be prepared, and how they will be funded.

- Describe the specific activities that will be provided to address the literacy and related education needs of the participants' families.

Component 3d: Evaluation Strategies

The evaluation must detail the plan to use data to monitor progress toward the stated objectives. The federal *Government Performance and Results Act* (GPRA) has established project goals, objectives, and performance indicators for the 21st CCLC program that require:

- Clear benchmarks (assessed annually or more frequently) to monitor progress toward specific objectives (e.g., stating how students will be involved regularly in what activities for six months to reach an objective relating to improved reading and/or math scores or grades after one year of involvement).
- Outcome measures to assess the impact on student learning, attendance, and behavior that include standardized test scores and quarterly report cards and may include teacher, parent, and student surveys or interviews and other data collection instruments.

The applicant must provide a narrative that fully:

- Describes the outcome measures that will be used to assess the impact of the proposed 21st CCLC on student learning, attendance, and behavior.
- Describes the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position), along with the external evaluator, will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met.
- Explains how the data will be analyzed and reported via an external evaluator, and subsequently used to improve the overall quality of the project or activity.

Include these activities in the Multi-Year Program Design and Performance Form (Form 9).

Component 4: Management (Maximum of 15 points available)

The management section outlines the applicant's plan to manage the project including the chain of command, who will manage all aspects of the project (including the summer program, if applicable), a job description for the program director, and responsibilities for each key staff member.

- a. Explain how the proposed 21st CCLC project, including the summer program (if applicable), will be implemented efficiently and effectively. Explain how challenges and obstacles will be resolved. To fully address these issues, applicants must:
 - Provide evidence of successful experience or the capacity to succeed in providing educational and enrichment activities to complement and enhance the academic performance, achievement, and positive development of students (public and private) and their families. Such evidence includes the applicant's experience in managing and coordinating the types of activities they propose and their ability to perform the required services on time and within budget. To address this criterion, applicants must:

- Highlight success in managing similar projects.
- Clearly define the job descriptions and qualifications of key administrative staff, such as the program director and site coordinator. Sample job descriptions are provided on pages 86-89. Each project must have a program director who will serve as the primary contact for the ALSDE in all matters related to the 21st CCLC program. The program director should be able to coordinate various components of the subgrant; oversee all aspects of the project, including the timely submission of all reports; provide regular monitoring of each project site; and be available to attend all mandatory meetings, trainings, and conferences required by the ALSDE. For LEAs, this person is generally the Federal Programs Coordinator or the Central Office designee. For non-LEAs, this could be a Chief Executive Officer (CEO) or an organization director. This is a part-time position unless the program director manages multiple 21st CCLC sites. A site coordinator must be identified for each proposed center/site and cannot be shared between centers/sites. This person will be responsible for the daily operation, coordination, and delivery of services at their respective program centers. The program director and site coordinator can only be the same individual if the applicant proposes to operate a single site. Time spent working on 21st CCLC must be separate from when an employee is paid to perform other duties and may not exceed 8 hours a day. Administrative costs must not exceed 30 percent of the total cost of the grant.
- Describe plans and budget for ongoing staff training and professional development. Indicate topics, potential facilitators, and frequency.
- Describe how the proposed project was developed and will be conducted in active collaboration with other organizations, including other schools or LEAs, community-based organizations, faith-based organizations, and other public and private organizations. Applicants must provide a preliminary listing of partner organizations with established relationships. Explain how challenges and obstacles will be resolved. All partners must sign a written agreement (Form 6).
- Identify members (and affiliations) of the advisory council (which must include parent representation). Explain the council's role in project planning, implementation, monitoring, adjustment, and evaluation. Include the council's meeting schedule (at least twice per year). Please note that appropriate documentation of meetings should be maintained (sign-in sheets, agenda, and minutes).
- Describe plans to coordinate federal, state, and local programs with the proposed project for the most effective use of public resources (without supplanting). For example, Title I, Adult Education, Summer Literacy Camps, and McKinney-Vento funding may be used to provide complementary services to students. Funds awarded must be used only to supplement the level of federal, state, local, and other nonfederal funds and not to replace

funds that would have been available to conduct activities if 21st CCLC funds had not been available.

- b. Applicants must describe in detail the program's communication plan which includes the following:
- Explain the strategies to be used to disseminate information about the 21st CCLC (including its location) to the community in an understandable and accessible manner.
 - Explain the process used to notify the community of the applicant's intention to apply for a 21st CCLC subgrant and the plan to make the application and any waiver request available for public review after it is submitted.
 - Explain the process and who will be responsible for disseminating information to students, parents, and the community in a manner that is understandable and accessible. Describe the specific information that will be provided (e.g., student performance, upcoming activities, schedules, CBO/LEA leadership, and/or community stakeholders) and a timeline for all communication.
 - Explain how communication plans include daily/weekly interactions/collaborations between the 21st CCLC program and school-day teachers and staff. All 21st CCLC programs must identify at least one staff person for each target school site to serve as the collaboration liaison with that school (including private schools). This individual will be responsible for ensuring that active collaboration occurs in program planning, implementation, and data sharing. The plan should include student needs, academic progression (projects, assignments, and activities), attendance, behavior, and parent and family engagement.

Component 5: Adequacy of Resources and Sustainability (Maximum of 20 points available)

Applicants are required to detail their adequacy of resources to assure the ALSDE that they are able to launch a 21st CCLC and sustain high-quality services for students and their families.

- a. Describe the adequacy of resources in the following order. Include a description of resources for before-school, Saturday, and summer programs, if applicable:
- Staffing of the 21st CCLC to ensure proper participant/teacher ratios (12:1) during academic instructional periods and enrichment activities, supervision, management, and adequate delivery of services. All 21st CCLC programs must identify at least one staff member responsible for collecting and maintaining all PowerSchool data for the required GPRA measures, data sharing agreements, attendance, and assessment data. There must also be a designated staff member responsible for bookkeeping and uploading monthly expenditure summaries version 2 (ES-2) in eGAP. Explain plans to recruit and use appropriately qualified volunteers.
 - The site to be used, with details including its square footage, safety measures, and accessibility. What facilities, equipment, supplies, and other resources are available that make this the best site for the 21st CCLC? Applicants must demonstrate

compliance with all rules, regulations, and guidance required by the Support Services section of the ALSDE.

- If the program site is housed in an eligible school or LEA-owned facility, the applicant must prove that the program follows the comprehensive school safety plan. The applicant's plan must address how the extended day/summer program safety plan differentiates from the overall school plan.
- If the program is operated in a facility other than an eligible school, LEA, or public access facility, Department of Human Resources (DHR) licensure is required—except for with FBOs. For proposed sites not located in an elementary or secondary school, a letter signed by the CEO providing justification and certification that the facility is equally accessible and meets or will meet all *Americans with Disabilities Act* (ADA) requirements before students are served. Though DHR does not require licensure for FBOs to administer the 21st CCLC grant effectively, it is highly recommended that such organizations pursue the accountability and organizational effectiveness afforded by the licensing process. DHR guidelines and forms are available on its website. <https://dhr.alabama.gov/child-care/licensing-process/?hilite=licensing>
- Applicants should address the following safety measures/plans:
 - Fire Drills and Evacuation Routes
 - Severe Weather Alerts, Drills, and Plans
 - Bus Safety Drills (if providing transportation)
 - Crisis Management Plan
 - Emergency Intruder Plan
 - Illness, Injury, and Accident Plan
 - Administration of Medication
 - Staff and Student Medical/Health Plans
 - Disaster Preparedness

If a grant is awarded, these plans must be uploaded into eGAP under Other Related Documents or in the LEA Document Library within 30 days of receiving the grant.

- Partner contributions, for example, financial and non-financial support (mentors, food, use of facilities, supplies and materials, etc.).

b. Applicants must include a detailed transportation plan that explains how students (public and private) will travel safely to and from the 21st CCLC and home as required under ESEA Section 4204(b)(2)(A)(ii). Include transportation details for before-school, Saturday, and summer programs, if applicable. The safety plan should include the following:

- Safety compliance regarding parental permissions, students walking and or driving to/from the program, and field trips is required.

- Procedures for the secure drop-off/pick-up and sign-in/sign-out of students must be addressed and well documented. This plan must ensure that the children expected on any given day are present and accounted for with subsequent notification to parents (or designated others) for those not in attendance.
 - Who the transportation will be provided by.
 - If the proposed 21st CCLC is a non-school site, give the roundtrip distance in miles from the site to each targeted school to be served.
 - If providing transportation to students who attend schools in rural areas (determined by REAP eligibility). Applicants should contact the district in which the program will take place to determine eligibility.
 - Any other transportation details (management, field trips, car riders, etc.) that are pertinent to the proposed 21st CCLC.
- c. In accordance with ESEA Section 4204(b)(2)(K), a plan for sustainability is a required part of the application that must describe how the 21st CCLC (including the summer program, if applicable) will continue to operate without changing the scope of services if subgrant funds decrease and after the subgrant funding ends. Because subgrant funding is intended as an incentive to promote the long-range establishment of out-of-school-time community programs, an applicant must include a reasonable plan for sustaining the 21st CCLC after subgrant funding ends. Application reviewers will closely examine the extent of community involvement and support.

To provide a complete sustainability plan, applicants must:

- Describe the funding plan to include goals and objectives, names of partners and their commitments and contributions (financial and in-kind), other revenue sources, and any other strategies to be used for sustainability. Applicants may not charge fees as a means of sustaining their projects.
- Describe how costs will be covered if funds decrease and thereafter when the subgrant funds cease.

Component 6: Timeline of Activities and Project Weekly Schedule (Maximum of 5 points available)

A Timeline of Activities (Form 7) and a Project Weekly Schedule (Form 8) must be uploaded into Required Documents in eGAP. A Timeline of Activities and Project Weekly Schedule must also be included for summer programs, if applicable, and uploaded under Additional Related Documents.

The Timeline of Activities must indicate, in chronological order, the major activities and strategies of the project. Applicants should construct a chronology only after having thoroughly investigated the time required to plan, execute, and evaluate each activity. Identify the personnel/partners responsible for key activities.

Provide a Project Weekly Schedule **in chart form** that reflects the adequate duration and frequency of instructional and enrichment activities offered during the academic year and summer months, if applicable.

D. Application Budget

The application budget consists of *two* parts: the Budget Summary (in eGAP under Application Details) and the Detailed Budget Narrative (in eGAP under Budget). All proposed expenditures, including those related to the summer program (if applicable), for the first year of the subgrant, must be itemized in the Budget Summary and detailed in the Budget Narrative. Budget items must be tied to the goals, objectives, strategies, and activities outlined in the Multi-Year Program Design and Performance Form (Form 9) which correlates with the Description of Strategies and Activities section of the application narrative (see pages 36-37). Budget items not explained in the Description of Strategies and Activities section of the application narrative **may not** be funded. The Budget Summary is the financial overview of the first year of the subgrant and must include all proposed expenditures for the project. Each line item of the Budget Summary **must** correspond to the totals for the line items in the Detailed Budget Narrative (discussed below).

Review [2 CFR Part 200 Subpart E Cost Principles](#), specifically Sections 200.403–200.405, for additional information on the allowability, reasonableness, and allocability of costs for federal grant awards. The General Provisions for Selected Items of Cost are listed in 2 CFR 200.420–200.476. The 21st CCLC program places more restrictive limitations on selected items of cost than those described in the regulations as detailed in the following pages.

All costs, particularly those associated with personnel and equipment must be reasonable, necessary, allowable, and appropriate given the local market, the number of students served, and the nature and scope of the proposed program.

Carefully allocate appropriate personnel and other resources for the tasks and activities described in the application. Applicants should ensure that the budget will adequately cover program expenses, including transportation. It is important for applicants to demonstrate how existing resources, such as computer labs, libraries, and classrooms, will be leveraged to carry out program activities. Please note that the program is not allowed to collect program income of any kind (student fees, income for selling crafts, etc.).

Applicants should seek assistance from the partnering LEA's finance office to ensure that expenses are properly identified. Applicants must include in the MOUs the financial commitment for all matching funds and in-kind contributions that indicate the amount and services being provided. All MOUs must be uploaded into Required Documents in eGAP.

Because the sustainability of the project is of paramount importance, an applicant should indicate any matching and/or in-kind funding as a clear sign of sustainability plans and potential. In addition, demonstrate the use of supplemental funds available to schools and districts (such as Title I). Although matching funds are not required and give no "competitive edge" to any

application, all in-kind contributions from partners (such as the use of community recreational areas, staff, supplies, etc.) **must** be included in the Budget Summary.

The ALSDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line-item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the ALSDE can request the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.

Funds will be disbursed on a reimbursement basis following the submittal of expenditure claims in eGAP. Subgrantees must keep all supporting documentation for each claim submitted for monitoring and auditing purposes. Subgrantees may not obligate funds prior to the receipt of a subgrant award notification. No expenditures incurred prior to May 1, 2025, for summer-only programs or July 1, 2025, for year-long or academic year programs, will be reimbursed. Applicants should have at their disposal at least three months of sustainable funds to implement the program prior to ALSDE reimbursement.

Applicants should include the following line items in the Budget in eGAP under the appropriate Function Code in eGAP:

- Instructional Staff Development Services (2215)
Costs associated with professional development for non-administrative 21st CCLC Site Staff (travel, registration fees, subs, etc.). **Total professional development costs may not exceed 10% of the grant award.**
- Other Student Support Services (2290)
Cost for External Evaluator (**not to exceed 3% of grant award**).
- Extended Day Transportation (4188)
Costs associated with transporting students to and from extended-day or summer programs (bus drivers, mileage, gas, etc.) Does not include costs for contracting buses for field trips. **Transportation costs may not exceed 30% of the grant award.**
- General Administrative and/or Summer General Administrative (6000-6999)
Costs associated with administrating the program, such as salaries for the program director, site coordinator, bookkeeper, and/or data entry staff, professional development costs for administrative staff, materials and supplies necessary for administration, and/or indirect costs. Please note that **administrative and indirect costs cannot exceed 30% of the grant award.**
- Adult Education (9110)
Costs associated with providing activities targeting adult family members, such as GED classes, developing a resume, effective parenting strategies, or family literacy strategies.

- Extended Day/Dependent Care and/or Summer Extended Day/Dependent Care (9130)
Costs associated with implementing the strategies and activities outlined in the program, such as non-administrative salaries and benefits, field trips, medical necessities, instructional materials, subcontracts for student programs, consumables, and equipment.

The following object codes should be used for specific expenses that fall within each function code:

- Salaries/Stipends (010-199)
This object code includes pay for substitutes (180), stipends for teachers (192), and salaries for teachers (134), bus drivers (161), or other staff. Position name, number of staff in position, and hourly rate (if applicable) should be included in the narrative.
- Employee Benefits (200-299)
This object code includes FICA, worker's compensation, health insurance, and other employee benefits. These costs will represent a percentage of the total in salaries/stipends (010-199).
- Purchased Services (300-399)
Includes expenses such as consultant fees, travel/training costs, drug testing, and other contracted services. **Applicants must include in their budget (under function code 9130) the \$900 yearly cost for EZ reports, the mandatory data collection system used by all 21st CCLC subgrantees for Federal Annual Performance Reporting.**

a. Contractual Services

Detail the expenditures associated with services to be provided by individuals or firms as indicated in the contractual agreement(s) for the proposed project.

For a subgrantee to pay a vendor with federal funds, a contract must be in place. At a minimum, the contract should include the scope of services, the duration of the contract, and the method and amount of payment, including rates, total hours of service, and the total amount that will be paid; the contract must be executed by both parties. Consulting/service contracts must be procured in accordance with procurement regulations in 2 CFR Part 200 (Sections 200.317–200.326 and Appendix II).

In compliance with 2 CFR 200.214 and 200.216 and 2 CFR 180.300, subgrantees must ensure that they do not enter into a contract with any vendor that is debarred, suspended, or ineligible for participation in federal programs. To meet this requirement, subgrantees must ensure contractors are not suspended or debarred when entering into all contracts over \$25,000 and any contract regardless of dollar amount for telecommunication or video surveillance equipment. This requirement is met by doing one of the following:

1. Checking the vendor's name on the debarment and exclusion records at the federal [System for Award Management \(SAM\)](http://www.sam.gov) web-site www.sam.gov (Note:

Applicants are encouraged to review the user guides for exclusions provided via the “Help” page prior to conducting searches).

2. Collecting a certification from the vendor that the vendor is not suspended or debarred and attaching it to the contract.
3. Adding a clause or condition to the contract that indicates the vendor is eligible and not suspended or debarred.

A copy of each contract must be uploaded into Related Documents or the LEA Document Library in eGAP within 30 days of receipt of the official subgrant award notification from the ALSDE.

b. *Travel*

All applicants must plan and budget for transportation. Detail the expenditures associated with transporting students, if applicable, and the expenditures associated with business travel. Applicants should carefully assess costs associated with student transportation because often projects must rely on additional buses to ensure that students are returned home in a timely manner after the approved project hours have been met. Applicants may *not* use funds to purchase a vehicle to transport students.

Applicants must budget funds for the program director and site coordinator(s) for each site to travel to Mobile, Alabama for the 2025 MEGA Conference for at least the one day of mandatory training which will occur on Thursday, July 17, 2025. Subgrantees are encouraged to attend the full conference if budgets permit, as other sessions beneficial to 21st CCLC subgrantees will occur each day of the conference. Applicants should also budget funds for the program director and up to two staff members to attend at least one additional mandatory meeting during the first year (382). The travel budget may also include expenditures for a maximum of two individuals to attend at least one out-of-state conference (383) pertaining to improving the effectiveness of community learning centers. LEAs should pay for travel and per diem according to their own policies and regulations. Non-LEAs must use the state per diem and mileage rates and the [federal General Services Administration allowable lodging rate](#) for budgeting and reimbursement calculations.

c. *Property Leases and Rentals*

Facilities costs are generally considered indirect or administrative costs; therefore, applications requesting such costs are subject to a pre-award evaluation by the 21st CCLC program office. Applicants should identify the associated costs and clearly present the method of calculation in the Detailed Budget Narrative. Costs for facility leases and rentals must be consistent with the current fair market value in the local service area. Such costs cannot be charged directly to the subgrant if these costs are also included in the indirect cost calculations. The ALSDE may negotiate these budget items prior to making an award.

- Supplies and Materials (400-499)
Include the amounts paid for material items of an expendable nature, including classroom supplies (411), gasoline (451), charter buses (453), and technology (495). It is recommended that applicants group items into categories to avoid listing every item; however, make sure that such expenditures are aligned with relevant project characteristics (objectives, number of participants, frequency of activity, etc.).
- Other (600-699)
This object code includes expenditures such as registration fees for professional development (623) that do not neatly fit into the other categories.
- Indirect Costs (910)
Indirect costs are allowed. Indirect costs represent the operating expenses that are not readily identified with a particular subgrant, contract, project function, or activity, but are **necessary** for the general operation of an organization and the conduct of activities it performs. In theory, expenses like heat, electricity, accounting, and personnel might be charged directly if little meters could record minutes in a cross-cutting manner; however, practical difficulties preclude such an approach. Therefore, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources.
To charge indirect costs to a subgrant, a subgrantee must have an approved indirect cost rate agreement. A copy of the approved indirect cost rate agreement must be included as an appendix item. Applicants must use their restricted indirect cost rate; in the case of an applicant that is a school, the restricted rate for the district in which the school is located must be used. Costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both.

E. Appendices

Appendix A—Definitions of Terms Used

Appendix B—Application Scoring Rubric

Appendix C—Required Forms

All of the items in Appendix C must be scanned as PDF documents to be uploaded under the appropriate form type in required documents in eGap.

1. Form 1: Application Cover Page

Print the Application Cover Page (pages 67-68) , complete all portions, and obtain the appropriate signatures. This form includes calculations for grant funding (including transportation and rural supplements) and priority points claimed.

2. Form 2: Certifications and Assurances Signature Page

Print the Certification Signature Page (page 69) and obtain the appropriate signatures. This form includes certification of the SCDE’s Assurances and Terms and Conditions for

Federal Subawards and the program-related conditions conveyed in this RFP. Those documents are not required to be included in the application submission. However, please retain the copy included in this RFP for your records and ensure that each signatory has a copy of each document.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurances and terms and conditions for the project. **All** signatories **must** understand that they are signing a document that is **legally binding** in the event a subgrant is awarded. Applications that *do not* include the signed Certification Signature Page **will not** be reviewed.

3. Form 3: Sample Memorandum of Understanding (MOU)

A sample MOU (see pages 72-75) is provided that can be manipulated as needed to accurately provide a description of the agreement between the subgrantee and a contracted partner, whether it be the External Evaluator, the local school system, or an evidence-based education company.

Upload a copy of all MOUs for the proposed 21st CCLC. The MOU must articulate the role, scope of services, in-kind contributions, and funding to be provided to and by each collaborative partner. The district superintendent *and* the principal of each participating school along with any partners must sign an MOU regarding the proposed partnership(s). Applicants and partners are urged to develop one clear, specific MOU when possible.

4. Form 4: Superintendent and Principal Support Certification

See pages 76-77.

5. Form 5: Private School Consultation Form

Applicants must provide evidence of compliance with the equitable services for private school participation requirement for the 21st CCLC program as detailed in Part I, Section F. Print and complete the Private School Consultation Form (see page 78) and obtain the appropriate signatures for inclusion in the application attachments.

6. Form 6: Community Partnership Agreement

7. Form 7: Timeline of Activities

8. Form 8: Projected Weekly Schedule

9. Form 9: Multi-Year Program Design and Performance Form

This form is designed to capture the activities, data source(s) and evaluation methods, and budget categories impacted for each of the performance goals and objectives required by all 21st CCLC subgrantees (see template on pages 82–85). If additional performance goals and/or objectives associated with needs identified in the needs statement section are

required, they **must** be added to the chart using the blank rows provided. For example, if low science performance is noted in the needs statement section, the applicant must develop a performance goal and objective(s) related to science. Complete the proposed target percentage, activities, data source(s) and evaluation methods, and budget sections for each objective.

10. Form 10: Job Descriptions

11. Form 11: Résumé of Program Director (limited to 2 pages)

Upload the résumé of the program director for the proposed 21st CCLC.

F. Deadline and Submission Procedures

1. Applications **must** be submitted online **by 11:59 p.m. on January 24, 2025**. Applications received after this deadline **will not** be considered.
2. Only applications that adhere to **all** of the guidelines and directions in this RFA will be reviewed and considered for funding.
3. No hard copy applications will be accepted. Applications delivered by hand, postal mail, electronic mail (email), or fax **will not** be accepted.
4. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or other resources will not be considered for funding.
5. Do not attach or submit any additional materials other than what is specifically required. Any additional materials will be disposed of without review.
6. Applications will not be returned. Keep a copy of the entire application for your records.

Appendix A: Definitions of Terms Used

A collaborative partner provides routine, regular, and ongoing services to the project as outlined in a signed MOU (e.g., the regular use of facilities and equipment, mentors/tutors). A collaborative partner plays a critical role in sustaining the project as subgrant funds end.

A consulting/service contract is a contract delineating all duties, responsibilities, and expenses stemming from agreements between the fiscal agent and the proposed vendor to provide subgrant-funded project services. At a minimum, this signed document must include the name and address of the organization/vendor providing the service, where and what type of service and activities will be rendered, how often the service will be provided, and how much the service will cost. Consulting/service contracts must be procured in accordance with Alabama Procurement Law and must be executed by both parties.

De-obligation is the downward adjustment of the obligations recorded in a subgrant award document. It is caused by factors such as: (1) termination of part of the project, (2) reduction in material prices, (3) cost savings, or (4) correction of recorded amounts.

Evidence-based research, as defined in Title VIII, Part A, of ESEA as reauthorized by ESSA, is research that applies rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means a research activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes based on:
 - Strong evidence from at least one well-designed and well-implemented experimental study.
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable.

A joint applicant is at least two organizations that together submit a single application proposing a project to serve students who primarily attend schools eligible for schoolwide programs under section 1114 of ESEA and their families. Therefore, the 21st CCLC program must target students who attend: (1) a Title I school with 40 percent or more poverty, or (2) any Title I school that receives a waiver from the SEA to operate a schoolwide program, or (3) a non-Title public school that has 40 percent or more poverty. At least one of the organizations **must** be a school or LEA,

and the other organization **must** be an entity other than a school or LEA. Joint applicants must collaborate in the planning and design of the project and, if awarded, must have significant ongoing involvement in the management and oversight of the project.

The measures of effectiveness govern a 21st CCLC subgrantee's use of funds. Compliance with the measures of effectiveness requires a subgrantee to develop and implement programs and activities that:

- Are based upon an assessment of objective data regarding the need for before- and after-school (or summer recess) programs and activities in the schools and communities.
- Are based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
- If appropriate, are based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards.
- Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in Title IV of ESEA, Section 4203(a)(14)(A).
- Collect the data necessary for the measures of student success described above.

A memorandum of understanding (MOU) is a document signed by the authorized representative(s) of each collaborative partner that clearly specifies the role, services, contributions, expertise, and funding of each partner. The district superintendent or his or her designee *and* the principal of each participating school must sign a MOU regarding the proposed 21st CCLC that includes all roles and responsibilities associated with the partnership.

The primary applicant is the organization that serves as the fiscal agent. The primary applicant is responsible for the programmatic and fiduciary management of the subgrant.

Appendix B: Selection Criteria and Reviewers' Scoring Rubric

Selection Criteria

A total of 150 points (including competitive priority points) is available to applications that meet the maximum score for each selection criteria. While the general information section is assigned zero (0) points, it remains a critical component of the application. An application with incomplete information will not be scored.

The point values for each section of the application are as follows:

Application Narrative Sections	Maximum Points Available
General Information	0
Needs Statement	20
Project Design	40
Management	15
Adequacy of Resources and Sustainability	20
Timeline of Activities	5
Budget Summary and Budget Narrative	20
SUBTOTAL	120
Competitive Priorities	30
TOTAL	150

Each section of the application narrative will be assigned a score by reviewers using the following rubric, which summarizes the required elements of the application narrative and the point ranges assigned to each section. The scoring system is used to indicate how well an application meets the funding criteria for the project.

Scoring Rubric

1. General Information: The applicant must adequately complete/address all items. Under Competitive Priority Points, the applicant should select which competitive priority points they pursue and provide evidence within the application that they qualify.

1. Scoring Rubric	
Adequate/Meets—0 points	
Applicant completed all requested items	
Inadequate—0 points	
Applicant does not adequately address all required items.	
Reviewer’s Comments	
Competitive Priorities	
<p>On the left, check the competitive priority points the applicant is pursuing. On the right, after reviewing the application in its entirety, assign the competitive priority points that evidence shows the applicant qualifies for.</p>	
	Points Assigned
_____ Priority 1: Applications submitted jointly (5 points)	_____
_____ Priority 2: Schools in Improvement: Current CSI, TSI, or ATSI schools (5 points)	_____
_____ Priority 3: ESSA targeted services priority (students at-risk) (5 points)	_____
_____ Priority 4: Serves middle and/or high school students (5 points)	_____
_____ Priority 5: Serves a county without a current 21 st CCLC program (5 points)	_____
_____ Priority 6: Regularly provides dedicated literacy and/or STEM activities (5 points)	_____
	Total Priority Points Earned _____
Reviewer’s Comments	

2a. Needs Statement: The applicant must provide a narrative that fully explains the needs assessment process, and its findings, including all three of the following:

- Involvement of the collaborative partners in the needs assessment process.
- Needs of the community.
- Needs of the school(s).

2a. Scoring Rubric
<p>Fully Meets—9–10 points Applicant provides a narrative that fully explains all required items.</p>
<p>Adequate/Meets—7–8 points Applicant provides a narrative that moderately explains all required items.</p>
<p>Limited/Approaches—2–6 points Applicant provides a narrative that is limited or unclear in explaining all required items.</p>
<p>Inadequate—0–1 points Applicant provides a narrative that does not adequately explain all required items.</p>
Score
Reviewer’s Comments

2b. Needs Statement: The applicant must fully explain the needs assessment process and its findings, including both of the following:

- The needs of the students to be served (including any student data pertaining to the needs to be addressed).
- Needs of the students’ families to be served.
- Needs related to a summer program if such a program is proposed.

2b. Scoring Rubric
<p>Fully Meets—9–10 points Applicant provides a narrative that fully explains all required items.</p>
<p>Adequate/Meets—7–8 points Applicant provides a narrative that moderately explains all required items.</p>
<p>Limited/Approaches—2–6 points Applicant provides a narrative that is limited or unclear in explaining all required items.</p>
<p>Inadequate—0–1 points Applicant provides a narrative that does not adequately explain all required items.</p>
<p>Score</p>
<p>Reviewer’s Comments</p>

2c. Needs Statement: The applicant must, *if an after-school program or summer program—other than a 21st CCLC (ineligible to apply)—is currently operating at the proposed site*, describe:

- The current program, including--
 - The number of students being served.
 - The number of paid staff.
 - The source of funding.
 - How many days/hours per week the program is operating.
- How the proposed 21st CCLC will operate in conjunction with the existing program.
- The impact of the proposed project on the existing program in terms of days/hours of operation, number of students served, services/activities provided, participation fees (if applicable), etc.

2c. Scoring Rubric
<p>Adequate/Meets—0 points Applicant provides a narrative that fully addresses all required items.</p>
<p>Inadequate—Deduct 5 points Applicant provides a narrative that does not adequately address all required items.</p>
<p>Not Applicable—0 points No after-school program or summer program is currently operating at the proposed site.</p>
<p>Score (if applicable)</p>
<p>Reviewer's Comments</p>

3a.i-ii. Project Design—Performance Goals and Objectives (Performance Measures): The applicant must provide a narrative that fully addresses all the following as applicable to their proposed project:

- The performance goals stating that students regularly participating in the program will:
 - Meet or exceed state and local academic achievement standards in ELA/reading and math.
 - Show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.
- The required objectives (performance measures) to be attained under performance goals 1-3.
- If applicable to meet their other identified needs, additional objectives to be attained under performance goals i and ii that are specific, measurable, achievable, relevant, and time-specific (SMART).

3a.i.-ii. Scoring Rubric
Fully Meets—4–5 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—3 points Applicant provides a narrative that moderately addresses all required items.
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer’s Comments

3a.iii.–v. Project Design—Performance Goals and Objectives (Performance Measures): The applicant must:

- Provide SMART objectives (performance measures) that fully address the following three performance goals:
 - Students regularly participating in the program will demonstrate holistic health and wellness.
 - Students regularly participating in the program will demonstrate civic responsibility and strengthen their community through service training projects.
 - Families of students regularly participating in the program will be afforded opportunities for increased parent and family engagement.
- Include all objectives (performance measures) in their Multi-Year Program Design and Performance Form (Form 9 in Required Documents).

3a.iii-v. Scoring Rubric
Fully Meets—4–5 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—3 points Applicant provides a narrative that moderately addresses all required items.
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer’s Comments

3b. Project Design—Description of Strategies and Activities: The applicant must provide a narrative that fully describes the following items in order:

- Specific activities for students that will be undertaken to meet each project objective, including the number of hours per week, days of the week, and number of weeks per year that the site will provide services, and the service provider or collaborative partner for each activity.
- The specific activities that will be undertaken if a summer program is operating.
- How the proposed academic and enrichment activities are based upon the components of the measures of effectiveness regarding evidence-based research and best practices (citing sources of research), and how the instructional activities and teaching strategies are designed to be innovative and engaging and will be coordinated with activities that occur during the regular school day.
- If a summer program will be operating, discuss how the instructional activities and teaching strategies are designed to be innovative and engaging and will be coordinated with activities that occur during the upcoming academic year.

3b. Scoring Rubric
<p>Fully Meets—9–10 points Applicant provides a narrative that fully describes all required items.</p>
<p>Adequate/Meets—6–8 points Applicant provides a narrative that moderately describes all required items.</p>
<p>Limited/Approaches—2–5 points Applicant provides a narrative that is limited or unclear in describing all required items.</p>
<p>Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.</p>
Score
Reviewer’s Comments

3c. Project Design—Student and Family Support: The applicant must provide a narrative that fully describes:

- The project services, including meals and activities to be provided to support students (public and private) and their families (including how many family members will be served).
- Additional social and/or behavioral services that will be provided to support student success.
- Types of snacks/meals that will be served daily, how they will be prepared, and the source of funds.
- Specific activities that will be provided to address the literacy and related educational needs of the participants’ families, including the involvement of the district’s Title I, family literacy, and adult education coordinators in providing services to families.
- Services that will be provided during the summer program, if applicable.

3c. Scoring Rubric
Fully Meets—9–10 points Applicant provides a narrative that fully describes all required items.
Adequate/Meets—6–8 points Applicant provides a narrative that moderately describes all required items.
Limited/Approaches—2–5 points Applicant provides a narrative that is limited or unclear in describing all required items.
Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.
Score
Reviewer's Comments

3d. Project Design—Evaluation Strategies: The applicant must provide a narrative that fully:

- Describes the outcome measures that will be used to assess the impact of the proposed 21st CCLC on student learning and behavior.
- Describes the types of data that will be collected, how and when the data will be collected and analyzed, who (identified by position) will be responsible for each data collection, and how results will be presented to demonstrate that each objective has been met.
- Explains how the data will be analyzed, reported, and subsequently used to improve the overall quality of the project or activity.

3d. Scoring Rubric
<p>Fully Meets—9–10 points Applicant provides a narrative that fully describes all required items.</p>
<p>Adequate/Meets—6–8 points Applicant provides a narrative that moderately describes all required items.</p>
<p>Limited/Approaches—2–5 points Applicant provides a narrative that is limited or unclear in describing all required items.</p>
<p>Inadequate—0–1 point Applicant provides a narrative that does not adequately describe all required items.</p>
<p>Score</p>
<p>Reviewer's Comments</p>

4.a. Management: The applicant must provide a narrative that fully explains how the proposed project, including the summer program (if applicable), will be implemented efficiently and effectively and how challenges and obstacles will be resolved by addressing the following:

- Evidence of successful experience or the capacity to succeed in providing educational and enrichment activities to complement and enhance the academic performance, achievement, and positive development of students (public and private) and their families, including success in managing similar projects, clearly defined job descriptions and qualifications of key staff, and plans and budget for ongoing staff training and professional development, including topics, potential facilitators, and frequency.
- Description of how the proposed project was developed and will be conducted in active collaboration with other organizations, including other schools or districts, community-based organizations, faith-based organizations, and other public and private organizations.
- Description of how the proposed project will be conducted in active collaboration with other organizations, and an explanation of how challenges and obstacles will be resolved;
- List of members (and affiliations) of the advisory council; the council's role in project planning, implementation, monitoring, adjustment, and evaluation; and the council's meeting schedule (at least four times per year).
- Description of plans to coordinate federal, state, and local programs with the proposed project for the most effective use of public resources (without supplanting) and how Title

I, Adult Education, Summer Reading Camps, and McKinney-Vento funding may be used to provide complementary services for students.

4a. Scoring Rubric
<p>Fully Meets—8 –10 points Applicant provides a narrative that fully addresses all required items.</p>
<p>Adequate/Meets—5–7 points Applicant provides a narrative that moderately addresses all required items.</p>
<p>Limited/Approaches—3–4 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p>Inadequate—0–2 points Applicant provides a narrative that does not adequately address all the required items.</p>
<p>Score</p>
<p>Reviewer’s Comments</p>

4b. Management: The applicant must provide a narrative that fully explains how the proposed project will be implemented efficiently and effectively and how challenges and obstacles will be resolved by explaining:

- The strategies to be used to disseminate information about the 21st CCLC (including its location) to the community in an understandable and accessible manner.
- The process used to notify the community of the applicant’s intention to apply for a 21st CCLC subgrant and the plan to make the application and any waiver request available for public review after it is submitted.
- The process and who will be responsible for disseminating information to students, parents, and the community in a manner that is understandable and accessible, including the specific information that will be provided (e.g., student performance, upcoming activities, schedules, CBO/LEA leadership, and/or community stakeholders) and a timeline for all communication.
- How communication plans include daily/weekly interactions/collaborations between the 21st CCLC program and school-day teachers and staff. All 21st CCLC programs must identify at least one staff person for each target school site to serve as the collaboration liaison with that school (including private schools). This individual will be responsible for ensuring that active collaboration occurs in program planning, implementation, and data

sharing. The plan should include student needs, academic progression (projects, assignments, and activities), attendance, behavior, and parent and family engagement.

4b. Scoring Rubric
Fully Meets—4–5 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—3 points Applicant provides a narrative that moderately addresses all required items.
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately address all required items.
Score
Reviewer’s Comments

5a. Adequacy of Resources and Sustainability: The applicant must provide a narrative that fully addresses, in the following order, the adequacy of resources to ensure that they are able to launch a 21st CCLC, including the summer program (if applicable):

- Staffing of the 21st CCLC to ensure proper participant/teacher ratios during academic instructional periods and enrichment activities, supervision, management, data entry, bookkeeping, and adequate delivery of services, including plans to recruit and use volunteers, especially senior citizens.
- The site to be used, with details including its square footage, safety measures, and accessibility, and the facilities, equipment, supplies, and other resources that are available to make this the best site for the 21st CCLC. For a proposed 21st CCLC that will be located in a facility other than an elementary or secondary school, the applicant describes how this alternate facility will be at least as available and accessible to participants as a 21st CCLC program located in an elementary or secondary school.
- If the program site is housed in an eligible school or LEA-owned facility, the applicant must prove that the program follows the comprehensive school safety plan. The applicant’s plan must address how the extended day/summer program safety plan differentiates from the overall school plan.

- Applicants should address the following safety measures/plans:
 - Fire Drills and Evacuation Routes
 - Severe Weather Alerts, Drills, and Plans
 - Bus Safety Drills (if providing transportation)
 - Crisis Management Plan
 - Emergency Intruder Plan
 - Illness, Injury, and Accident Plan
 - Administration of Medication
 - Staff and Student Medical/Health Plans
 - Disaster Preparedness
- Partner contributions, for example, financial and non-financial support (mentors, food, use of facilities, supplies and materials, etc.).

5a. Scoring Rubric
<p>Fully Meets—9-10 points Applicant provides a narrative that fully addresses all required items.</p>
<p>Adequate/Meets—6-8 points Applicant provides a narrative that moderately addresses all required items.</p>
<p>Limited/Approaches—2-5 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p>Inadequate—0-1 point Applicant provides a narrative that does not adequately address all the required items.</p>
<p>Score</p>
<p>Reviewer’s Comments</p>

5b. Adequacy of Resources and Sustainability: Applicant must provide a detailed transportation plan that fully explains how students (public and private) will travel safely to and from the 21st CCLC and home, including transportation details for before-school, Saturday, and summer programs, if applicable. The transportation plan must answer the following questions:

- Safety compliance regarding parental permissions, students walking and or driving to/from the program, and field trips, is required.
- Procedures for the secure drop-off/pick-up and sign-in/sign-out of students must be addressed and well documented. This plan must ensure that the children expected on any given day are present and accounted for with subsequent notification to parents (or designated others) for those not in attendance.

- Who the transportation will be provided by.
- If the proposed 21st CCLC is a non-school site, give the roundtrip distance in miles from the site to each targeted school to be served.
- If providing transportation to students who attend schools in rural areas.
- Any other transportation details (management, field trips, car riders, etc.) that are pertinent to the proposed 21st CCLC.

5b. Scoring Rubric
<p>Fully Meets—5 points Applicant provides a narrative that fully addresses all required items.</p>
<p>Adequate/Meets—3–4 points Applicant provides a narrative that moderately addresses all required items.</p>
<p>Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p>Inadequate—0 points Applicant provides a narrative that does not adequately address the required items.</p>
<p>Score</p>
<p>Reviewer’s Comments</p>

5c. Adequacy of Resources and Sustainability: Applicant must provide a narrative that fully addresses all of the following:

- The funding plan including goals and objectives in years one and two, names of partners and their commitments and contributions, other revenue sources, and any other strategies to be used for sustainability.
- How costs will be covered in years three and four when funds decrease and thereafter when the grant funds cease.

5c. Scoring Rubric
Fully Meets—5 points Applicant provides a narrative that fully addresses all required items.
Adequate/Meets—3–4 points Applicant provides a narrative that moderately addresses all required items.
Limited/Approaches—1–2 points Applicant provides a narrative that is limited or unclear in addressing all required items.
Inadequate—0 points Applicant provides a narrative that does not adequately address the required items.
Score
Reviewer’s Comments

6. Timeline of Activities and Project Weekly Schedule: Applicant must provide a Timeline of Activities (Form 7) and Project Weekly Schedule (Form 8) that fully addresses all of the following:

- Timeline indicates the chronological order of the major activities and strategies of the project (including the summer program, if applicable).
- Timeline identifies personnel/partners responsible for key activities.
- Project Weekly Schedule that reflects adequate duration and frequency of instructional and enrichment activities, including those offered in the summer program, if applicable.

6 Scoring Rubric
Adequate/Meets—5 points Applicant provides a Timeline of Activities and Project Weekly Schedule that fully addresses all required items.
Inadequate—0 points Applicant provides a Timeline of Activities and Project Weekly Schedule that does not adequately address all required items.
Score
Reviewer’s Comments

7. Budget Summary and Detailed Budget Narrative: Applicant must provide all of the following:

- All components of the budget must align with the stated goals and objectives.
- Items in the budget narrative directly correspond to or reflect strategies and activities for the project.
- All costs must be reasonable, necessary, and allowable.
- A clear and detailed description for each line item must be provided.
- All items in the detailed budget narrative must correspond with the budget summary.

7 Scoring Rubric
<p>Fully Meets—16-20 points Applicant provides a narrative that fully addresses all required items.</p>
<p>Adequate/Meets—10-15 points Applicant provides a narrative that moderately addresses all required items.</p>
<p>Limited/Approaches—5-10 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p>Inadequate—0-4 points Applicant provides a narrative that does not adequately address the required items.</p>
<p>Score</p>
<p>Reviewer's Comments</p>

Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 1: FY 2024 Application Cover Page

Applicant Name/ Fiscal Agent: _____

School(s) to be served: _____

The 21st CCLC will serve students (check one):

- **Year-long (Academic Year + Summer)** _____
- **Academic Year Only** _____
- **Summer Only** _____

Proposed # of Students Served _____ Proposed # of Program Hours _____

Base Funding Calculation:

_____ (# of students) x _____ (# of program hours) x \$6.00 = \$ _____
(base funding requested)

Transportation Supplement:

Will transportation be provided?

_____ Yes (add \$10,000) _____ No (add \$0) + \$ _____
(transportation supplement)

Will the 21st CCLC serve students that attend a school in an LEA/school district that is REAP (Rural Education Achievement Program) eligible?

_____ Yes (add an additional \$10,000) _____ No (add \$0) + \$ _____
(rural supplement)

Total Amount of Funds Requested: = \$ _____

Priority Points Claimed:

- This application is a joint/co-applicant proposal (5 points): _____ Yes _____ No
- This 21st CCLC will serve schools in Improvement (CSI, TSI, ATSI) (5 Points): _____ Yes _____ No
- This 21st CCLC will target students at risk of academic failure, dropping out, criminal or delinquent behavior, etc. (5 points) _____ Yes _____ No
- This 21st CCLC will serve middle and high school students (5 points): _____ Yes _____ No
- This 21st CCLC will serve a county without a current 21st CCLC program (5 points): _____ Yes _____ No
- This 21st CCLC will commit to providing dedicated Literacy and/or STEM activities to students (5 points): _____ Yes _____ No

Total Number of Priority Points Claimed _____

For LEA Applicants Only: Cost Center Code _____

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

Designated Project Manager Name: _____

Phone Number _____ Email: _____

Signature of Designated Project Manager _____
Date

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

Signature of LEA Superintendent _____
Typed or Printed Name _____
Date
or Authorized Official

FOR ALSDE USE ONLY:

Base Score _____ **Approved** _____ **Grant Award \$** _____

Priority Points _____ **Rejected** _____

Total Score _____

Signature of Authorized ALSDE Official

Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 2: Certifications and Assurances Signature Page

(This form must be signed by the individual from each proposed district, school, or organization who holds the title listed below.)

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the ALSDE's *Certifications and Assurances for Federal Subawards* if the subgrant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM).

Authorized Official (should be the CEO of organization or superintendent of LEA/school district)

Name:	
Position:	Email:
Telephone:	Fax:
Signature of Authorized Official:	Date Signed:

Financial Official

Name:	
Position:	Email:
Telephone:	Fax:
Signature of Financial Official:	Date Signed:

Superintendent (if not Authorized Official)

Name:	
Telephone:	Email:
Signature of Superintendent:	Date Signed:

Please complete, print, and obtain signatures prior to submission. Upload the signed, scanned form into eGAP Required Documents as indicated on page 46.

Alabama State Department of Education (ALSDE)
Evaluation, Accountability and Support
Federal Programs Section
21st Century Community Learning Centers (21st CCLC)
Certifications and Assurances for Federal Subawards

I certify that this applicant:

- Has the legal authority to apply for federal assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the Alabama State Department of Education (ALSDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
- Has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures, as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- Will also comply with the Office of Management and Budget 2 CFR Part 200 Subpart E-Cost Principles related to the allowability, reasonableness, and allocability of costs consistent with the approved budget and also by maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records depending upon the amount of time spent on cost objectives.
- Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the ALSDE for costs related to this grant.
- Will initiate and complete work within the applicable time frame after receipt of approval by the ALSDE.
- Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability and comply with *Title VI of the Civil Rights Act of 1964*, Section 504 of the *Rehabilitation Act of 1973*, Title IX of the *Education Amendments of 1972*, the *Age Discrimination Act of 1975*, and Titles I, II, and III of the *Americans with Disabilities Act of 1990* (ADA). The grantee will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.

- Will comply with the *Family Educational Rights and Privacy Act*. (20 U.S.C. §1232g; 34 CFR Part 99).
- Will comply with 2 CFR Part 25 and register and receive a unique entity identifier, fulfill the requirement for the [System for Award Management](#), maintain the currency of the registration throughout the full grant term, and allow access by the granting agency to ensure compliance.
- Will comply with 2 CFR 200.112 and disclose in writing any potential conflict of interest to the ALSDE.
- Will comply with 2 CFR 200.113 and disclose in writing to the ALSDE all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.

Program-Specific Assurances

The applicant agrees to abide by the ALSDE Program Specific Assurances by signing and submitting the Certification Signature Page.

The applicant assures that:

- The project will take place in a safe, easily accessible facility that is conducive to an effective learning environment.
- The project was developed and will be carried out in active collaboration with the schools the students attend.
- The project will primarily target students who attend schools eligible for Title I school-wide programs and their families.
- The funds awarded will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of these federal funds, be made available for authorized programs and activities and will not supplant federal, state, local, or nonfederal funds; This assurance also applies to Summer program funds which may not be used to pay for services, such as the Summer Reading Camps, which are required by state law.
- The community was notified of the applicant's intent to submit an application.
- The applicant, after the submission, will make the application and any waiver request available for public review.

Alabama State Department of Education (ALSDE)
Evaluation, Accountability and Support
Federal Programs Section
21st Century Community Learning Centers (21st CCLC)
Form 3: SAMPLE Memorandum of Understanding (MOU)

between

21st CCLC Subgrantee

and

(Partner)

(Applicable Date Range)

This MOU sets for the terms and understanding between the 21st CCLC Subgrantee and the (partner) who are providing services and/or financial support to the 21st CCLC program.

21st CCLC subgrantee name: _____

21st CCLC representative: _____

Position: _____

Address: _____

Telephone: _____

Fax: _____

E-mail: _____

Partner name: _____

Partner representative: _____

Position: _____

Address: _____

Telephone: _____

Fax: _____

E-mail: _____

Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21st CCLC subgrant. This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program (including summer, before and after school, weekends, evenings, in-service days, vacation breaks, etc.) for students, family engagement activities, staff development, supervision, and program evaluation.

21st Century Community Learning Centers Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision and both parties will provide documentation/data as required by the ALSDE for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21st CCLC investment of \$ _____.

Duties of Parties

For the **21st CCLC subgrantee**, the responsibilities and agreements will include (delete items not applicable):

- *Serve as the fiscal agent for the grant.*
- *Provide needed support including office space, telephone use, and computer use for afterschool staff.*
- *Provide classroom space and all other appropriate space to accommodate the afterschool program.*
- *Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool.*
- *Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.*
- *Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.*
- *Participate in the evaluation of the afterschool program at the local, state, and federal levels.*
- *Complete paperwork related to any association with the program.*
- *Provide access to assessment and other available data for the purposes of program evaluation.*
- *Assist the program in developing, implementing, and making progress on its sustainability plan.*
- *Recruit and refer students to the afterschool program.*
- *Participate on the Advisory Team.*
- *Other: Add additional duties as needed.*

For the **partner**, the responsibilities and agreements will include (delete items not applicable):

- *Assume payroll responsibilities for afterschool positions, as budgeted.*
- *Provide classroom space and all other appropriate space to accommodate the afterschool program.*
- *Recruit and refer students to the afterschool program.*
- *Communicate and collaborate with all partners.*

- *Support the afterschool program in developing appropriate curricula, running an effective academic assistance and/or tutoring program, and establishing clear linkages with the school day.*
- *Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school-based staff committed to working in the program.*
- *Complete paperwork related to and associated with the program.*
- *Provide access to assessment and other available data for the purposes of program evaluation.*
- *Participate in the evaluation of the afterschool program at the local, state, and federal levels.*
- *Assist the program in developing, implementing, and making progress on its sustainability plan.*
- *Subgrantees must have access to all 21st CCLC required data.*
- *Participate on the Advisory Team.*
- *Other: Add duties as needed.*

For a **community partner**, the following may apply:

- *Provide appropriate space or programming to accommodate the afterschool program.*
- *Recruit and refer students to the afterschool program.*
- *Communicate and collaborate with all partners about rules, expectations, and norms.*
- *Communicate and collaborate with school partners about curriculum and instruction.*
- *Establish a collaborative relationship between organization staff and afterschool staff.*
- *Complete paperwork related to and associated with the program.*
- *Provide access to assessment and other available data for the purposes of program evaluation.*
- *Participate in the evaluation of the afterschool program at the local, state, and federal levels.*
- *Assist the program in developing, implementing, and making progress on its sustainability plan.*
- *Participate on the Advisory Team.*
- *Other:*

Advisory Board

As a 21st CCLC partner (list partner name), will provide a representative to actively participate on the advisory board. The Advisory Team will meet at least three times per year, or as needed, about key decisions and issues related to successful program implementation. The advisory board provides recommendations and guidance for programming. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program.

Activities and Funding

Clearly describe all activities offered by the partnering agency, expectations, and financial obligations by both parties. Include the amount for each separate category (salaries, contracted services, materials, and supplies, etc.) and which party is responsible for associated costs:

In addition, partners will provide_____. (List funds and other commitments)
In addition, subgrantee will provide_____.

Duration

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

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the State Director within 10 business days.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners’ participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.
- If partners cannot come to a mutual agreement, the LEA School Partner will have final decision-making authority.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

_____	_____	_____
21st CCLC Subgrantee Signature	Partner Signature	Superintendent Signature
_____	_____	_____
Subgrantee Printed	Partner Printed	Superintendent Printed
_____	_____	_____
Date	Date	Date

Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Section

21st Century Community Learning Centers (21st CCLC)

Form 4: Superintendent and Principal Support Certification

The ALSDE expects each 21st CCLC program to collaborate and cooperate with regular school academic programs and help students meet state and local College and Career-Ready Academic Standards. Accordingly, 21st CCLC grantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, the Superintendent, and each principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the proposed project.

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

1. Maintain knowledge of state (ALSDE) and local (LEAs) 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data per GPRA requirements.
4. Assist the 21st CCLC staff with its assessment process. The local LEA must provide access to state-administered assessment results, regular school attendance data, and documentation of student behavior data. Documentation must also include qualitative data on family contact time at the community learning center, parent surveys, student surveys, student grades, GPAs, regular school-day teacher surveys, portfolios or anecdotal information, and safety data.
5. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
6. Participate in meetings as deemed appropriate, necessary, and/or as requested by the ALSDE.
7. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

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

1. Maintain knowledge of state (ALSDE) and local LEAs 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Champion the 21st CCLC program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school-day objectives.
4. Meet weekly/bi-weekly with the Program Manager or Site Coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.
5. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, email, newsletters, websites, or by whatever means necessary or needed.
6. Visit 21st CCLC programs monthly to support efforts.

7. Commit to 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data in PowerSchool for grantee to meet federal GPRA measures (data sharing agreement is recommended).
9. Assist with research and evaluation activities including the collection and management of data (including grant impact) as directed by the ALSDE team.
10. Include the work of the 21st CCLC program within the school and local LEA plan of the CIP.
11. Participate in meetings as deemed appropriate, necessary, and/or as requested by the ALSDE.
12. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

Name of Eligible LEA/School(s) _____

By signature, I certify that I have reviewed all applicable documentation; I understood and agree to support the implementation of the proposed 21st CCLC program and will adhere to the assurances.

Name of Superintendent	Original Signature	Date
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Name of Principal	Original Signature	Date
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Name of Principal	Original Signature	Date
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Name of Principal	Original Signature	Date
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Name of Principal	Original Signature	Date
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Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Section

21st Century Community Learning Centers (21st CCLC)

Form 5: Private School Consultation Form

The *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *Every Student Succeeds Act (ESSA)* of 2015, requires that public school districts receiving financial assistance under the 21st Century Community Learning Centers program (21st CCLC), authorized under Title VIII, Part F, provide equitable services to eligible private school students (ESEA §§ 8501–8506(b)(1)(B)).

To comply, public school districts are required to engage in timely and meaningful consultation with appropriate private school officials about the provision of program services to private school students. This consultation *must* occur during the design and development of the proposed project before any decision is made that impacts the opportunities for participation of private school students throughout the design, development, implementation, and assessment of the program services. The quality of the consultative process will likely have an effect on the quality of services to private school students. (Authority: ESEA § 8501(c)).

Please complete the following related to the involvement of eligible private school students in Title VIII, Part F, 21st CCLC subgrant activities.

- There are no private schools located within the attendance boundaries of the school(s) proposed to be served by this project. (Signature below is required.)
- There are private schools located within the attendance boundaries of the school(s) proposed to be served by this project (listed below). These private schools were consulted (methods listed below) prior to the development of the 21st CCLC application.

Private school(s) within the attendance boundaries of the school(s) proposed to be served by this project:

Name of Private School	Name and Title of Person Contacted	Date of Contact	Method of Contact (e.g., in person, phone, email, other)	To Receive Services? (Yes or No*)

*If no, please provide a brief explanation.

Signature of Applicant’s Authorized Representative Date

Signature of Private School Representative Date

Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 6: Community Partnership Agreement

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

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

Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 7: Timeline of Activities

Name of Applicant: _____

Add rows as needed.

Start Date– End Date	Activity to Achieve Objective	Related Objective and Goal	Evidence that Proves Activity Has Been Completed OR Data to Be Collected from Activity	Persons/Agency Responsible

Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 8: Projected Weekly Schedule

Name of Applicant: _____

Modify and add rows as needed. Each activity should specify subject, location, and person responsible.

21 st CCLC Program at _____ (school or site) After-School Schedule, Year _____							
GRADES	TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (HS only)

Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Sections

21st Century Community Learning Centers (21st CCLC)

Form 9: Multi-Year Program Design and Performance Form

The following performance goals and objectives (performance measures) *are required* of all 21st Century Community Learning Centers subgrantees. If additional objectives (performance measures) associated with needs identified in the needs statement section are required, they *must* be added to the chart using the blank rows provided. For example, if low science performance is noted in the needs statement section, the applicant must develop an objective (performance measure) related to science. Insert additional rows if necessary. Complete the Target %, Strategies and Activities, Data Source(s) and Evaluation Methods, and Budget sections for each Objective (Performance Measure).

Objective (Performance Measure)	Target (%)	Strategies and Activities— Include those strategies, activities, and/or services specifically chosen to influence the area addressed by the performance indicator.	Data Source(s) and Evaluation Methods— List all data sources used to examine this indicator.	Budget— List the specific budget categories (salaries/benefits, purchased services, supplies, etc.) that will be impacted by the strategies, activities, and/or services associated with the objective and indicate whether all or a portion of the cost will be charged to the subgrant or in-kind.
Performance Goal i.: Students regularly participating in the program will meet or exceed state and local academic achievement standards in mathematics and English language arts (ELA)/reading.				
i.a. The percentage of regular program participants who will increase their math grade by a half letter grade or 5 percentage points from the first marking period to the last marking period of each academic year.	50%			
i.b. The percentage of regular program participants who will improve their mathematics performance level on the state standardized assessment from the prior year to the current year.	45%			

Objective (Performance Measure)	Target (%)	Strategies and Activities— Include those strategies, activities, and/or services specifically chosen to influence the area addressed by the performance indicator.	Data Source(s) and Evaluation Methods— List all data sources used to examine this indicator.	Budget— List the specific budget categories (salaries/benefits, purchased services, supplies, etc.) that will be impacted by the strategies, activities, and/or services associated with the objective and indicate whether all or a portion of the cost will be charged to the subgrant or in-kind.
i.c. The percentage of regular program participants who will increase their ELA/reading grade by a half letter grade or 5 percentage points from the first marking period to the last marking period of each academic year.	50%			
i.d. The percentage of regular program participants who will improve their reading performance level on the state standardized assessment from the prior year to the current year.	45%			
Performance Goal ii.: Students regularly participating in the program will show improvement in school attendance, classroom performance, and/or reduced discipline referrals.				
ii.a. The percentage of regular program participants who will show improvement in school attendance by reducing their number of days absent from the prior year to the current year.	92%			

Objective (Performance Measure)	Target (%)	Strategies and Activities— Include those strategies, activities, and/or services specifically chosen to influence the area addressed by the performance indicator.	Data Source(s) and Evaluation Methods— List all data sources used to examine this indicator.	Budget— List the specific budget categories (salaries/benefits, purchased services, supplies, etc.) that will be impacted by the strategies, activities, and/or services associated with the objective and indicate whether all or a portion of the cost will be charged to the subgrant or in-kind.
ii.b. The percentage of regular program participants who will show improvement in their school behavior by reducing their number of discipline incidents from the prior year to the current year.	80%			
ii.c. The percentage of regular program participants who will show improvement in classroom performance, including homework completion and class participation, from the first marking period to the last marking period of each academic year as reported by teachers.	92%			
<i>Applicants must also include objectives related to social and behavioral changes, family literacy, and sustainability.</i>				
Performance Goal iii.: Students regularly participating in the program will demonstrate additional positive social and behavioral changes.				
iii.a.				
iii.b.				
iii.c.				
iii.d.				

Objective (Performance Measure)	Target (%)	Strategies and Activities— Include those strategies, activities, and/or services specifically chosen to influence the area addressed by the performance indicator.	Data Source(s) and Evaluation Methods— List all data sources used to examine this indicator.	Budget— List the specific budget categories (salaries/benefits, purchased services, supplies, etc.) that will be impacted by the strategies, activities, and/or services associated with the objective and indicate whether all or a portion of the cost will be charged to the subgrant or in-kind.
Performance Goal iv.: Families of students regularly participating in the program will be afforded opportunities for family literacy activities and services.				
iv.a.				
iv.b.				
iv.c.				
iv.d.				
Performance Goal v.: Subgrantees will have a strategy in place to support program sustainability.				
v.a.				
v.b.				
v.c.				
v.d.				

Additional Performance Goals

Alabama State Department of Education (ALSDE)

Evaluation, Accountability and Support

Federal Programs Section

21st Century Community Learning Centers (21st CCLC)

Form 10: Job Descriptions

Example Program Director's Position Description

(Exempt Status/Mandatory Title for All Programs)

Summary

This position will plan, develop, write, administer, coordinate, and maintain the 21st CCLC subgrant-funded program that will serve district/community students.

Reports to: _____

KNOWLEDGE & SKILLS REQUIRED:

To perform the job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications for this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Skills required, but not limited to, for this position include:

1. Demonstrating principles of project management.
2. Providing leadership and motivating staff.
3. Collecting and analyzing student data.
4. Evaluating programs in relation to needs.
5. Applying budgetary principles.
6. Applying supervisory techniques.
7. Using computer-related software.
8. Understanding human resource and finance procedures.
9. Demonstrating instructional services to students.
10. Engaging and encouraging communication skills while interacting with supervisors, staff, students, parents, etc. to exchange/gather information.

Essential Duties

1. Provide progressive and dynamic leadership to the program, staff, students, parents, and community people.
2. Research grant opportunities available to the district/agency.
3. Write and submit grants to the appropriate sources for present and future funding.
4. Track measurable goals and objectives for programs as outlined in grant proposals.
5. Provide leadership in developing sustainability needs for future years; research and develop relationships for sustainability.
6. Seek donations and additional grant funds to sustain the program.
7. Recruit and hire appropriate employees and volunteers to participate in programs.
8. Research, identify, analyze, and implement needs of the programs through appropriate assessments.
9. Project, track, and balance budgets to ensure that they comply with program and district/agency financial policies, procedures, and requirements.

10. Manage allocated budget by tracking expenditures, requesting budget transfers, ensuring contracts for purchased services are complete before work begins, submitting contractor invoices in a timely manner, determining needs for materials and supplies, inputting electronic/manual purchase requisitions, maintaining purchase order log, and submitting receipts and other paperwork to the appropriate persons or departments.
11. Report verbally and in writing to the appropriate administrator(s)/board of directors on progress and future direction in connection with the programs.
12. Manage and support the staff involved with the project, providing supervision and guidance in support of their efforts.
13. Represent the school, the district, and/or agency as a liaison, advocate, and coordinator of the programs as described in the program requirements.
14. If applicable, interact with students as a group as well as individually. Identify students who need special services such as individual mentoring; follow the progress of students and make sure that appropriate support services are provided to these students.
15. May hold individual meetings with students and parents. Keep records of each student's progress towards accomplishing the steps required through the program's grant components.
16. May plan, publicize, recruit, and carry out activities for students that meet the guidelines of grants.
17. Work with community and district partners to fulfill requirements of grants.
18. Organize project activities, training, and development where appropriate.
19. Provide the support and guidance necessary to ensure that program elements sponsored by other organizations are introduced smoothly.
20. Support SCDE-designated project evaluators by gathering student data; helping compose, distribute, and collect surveys; and completing other activities necessary for project evaluation purposes.
21. Provide professional development.
22. May provide support to summer program if one is scheduled.
23. Perform related duties as required.

Qualifications

1. Required
 - Bachelor's degree.
 - Excellent written and oral communication skills.
 - Ability to write & research grants.
2. Desired
 - Master's degree or higher.
 - Experience in supervisory position.
 - Work experience related to grant programs/proposals.
 - Teaching certificate in the areas of math, English language arts, social studies, science.
 - Some experience managing federally funded programs.

ADA Requirements

Physical & Mental Requirements

1. Ability to deal with stressful situations.
2. Possess analytical skills and strategic mindset.

3. Ability to deal with a wide variety of community people, students, and vendors of services. The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Example Site Coordinator’s Position Description
(Mandatory Title for All Programs)**

Summary

This position will implement program plans, coordinate, and maintain the 21st CCLC subgrant-funded program that will serve district/community students.

Reports to: **Program Director**

Essential Duties

1. Designs the program to meet the stated academic growth in core subject areas to meet the subgrant objectives. Coordinates the implementation of curriculum, instruction, and assessment programs in the after-school environment and monitors the instructional delivery to targeted students. Consults with the program’s director, principals, and teachers to ensure the program goals are being met. Evaluates and adjusts class offerings to ensure targeted students’ needs are being achieved.
2. Supervises site instructors and support staff for the 21st CCLC after-school programs to include interviewing and making hiring recommendations, completing site instructor agreements, observing classes, monitoring work performance, determining workloads, establishing work schedules, conducting performance evaluations, performing training functions, and maintaining records.
3. Acts as a liaison with community partners, school staff, students, and other stakeholders in regard to the 21st CCLC program.
4. Develops lesson plans and activities, instructs students, maintains discipline, and evaluates student’s development for the 21st CCLC programs, in concert with the program director.
5. Monitors student attendance of the programs by collecting attendance rosters, overseeing attendance database, and tracking number of days in attendance per student.
6. Organizes project activities, training, and development, where appropriate.
7. Provides the support and guidance necessary to ensure that program elements sponsored by other organizations are introduced smoothly.
8. Supports ALSDE-designated project evaluators by gathering student data; helping compose, distribute, and collect surveys; and completing other activities necessary for project evaluation purposes.
9. Provides professional development.
10. May provide support to summer program if one is scheduled.
11. Performs related duties as required.

Required

- Bachelor’s degree.
- Excellent written and oral communication skills.

Desired

- Master's degree or higher.
- Experience in supervisory position.
- Ability to write & research grants.
- Work experience related to grant programs/proposals.
- Teaching certificate in the areas of math, ELA, social studies, science.
- Some experience managing personnel, students, and providers of services.

ADA Requirements

Physical & Mental Requirements

1. Ability to deal with stressful situations.
2. Possess analytical skills and strategic mindset.
3. Ability to deal with a wide variety of community people, students, and vendors of services.

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; to reach with hands and arms; and to talk or hear. The employee frequently is required to stand; to twist, bend, reach, stoop, pull, lift, and walk; to sit; and to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance. The employee must frequently lift and/or move up to 25 pounds and occasionally lift and/or move more than 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.