



Georgia Department of Education
21st Century Community
Learning Centers



Application Cover Sheet

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

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

Name of fiscal agent applying for the grant: Carrollton City Schools

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

If yes, please provide the year of initial funding: 2011

B: Check the one category that best describes your official fiscal agency:

<input checked="" type="radio"/> Local Educational Agency	<input type="radio"/> Non- Local Educational Agency	<input type="radio"/> Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 60

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

Total Funds Requested for:

2022-2023: \$159,352.00	2023-2024 \$159,352.00	2024-2025: \$159,352.00
2025-2026: \$143,416.00	2026-2027: \$127,481.00	

Fiscal Agent/Applicant Required Signatures:

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

Name of **Fiscal Agent's** Contact Person: Ashleigh Paulk
Position/Title of Fiscal Agent's Contact Person: Support Services Coordinator
Address: 106 Trojan Drive
City: Carrollton Zip: 30117
Telephone: 770-832-9633 Fax: 770-834-9950
E-mail: ashleigh.paulk@carrolltoncityschools.net

Certified by electronic signature by Dr. Mark Albertus
Signature of Fiscal Agency Head (required)

Dr. Mark Albertus
Typed Name of Fiscal Agency Head (required)

Superintendent
Typed Position Title of Fiscal Agency Head (required)

01/24/2022 at 15:01:17
Date (required)

Program Name: BRIDGE

Program Abstract

The BRIDGE 21st CCLC program will provide a consistent, safe, engaging, and supportive academic environment for 60 identified at-risk 9th through 12th grade students of Carrollton High School. The program will operate during the school year, in addition to the summer. As outlined by the needs assessment, quantitative and qualitative data reviewed by a team of stakeholders revealed that there is a strong need for a 21st CCLC program that supports the academic progress, postsecondary preparation, and social-emotional well-being of its students. Through a variety of academic and enrichment opportunities, the BRIDGE program will place an additional emphasis on life skills and meaningful family engagement. Establishing—and maintaining—strong relationships between attending students and BRIDGE staff will be a priority.

Our intent to apply for the FY23 21st CCLC grant and the completed application has been posted on the Carrollton City Schools' webpage.

(Word count is 142)

Program Name: BRIDGE

I. Needs Assessment (20 Total Points)

A. The Process (4 Points)

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

The process described must include when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center application proposal. In addition to the narrative, the GaDOE will check Equitable Services for Private Schools (ES4PS) reports to ensure applicants sent invitations and Form A to eligible private schools.

The initial process that revealed the need for a 21st CCLC program at Carrollton High School was put in place in 2009. Led by the Carrollton City Schools' Superintendent at that time, the process involved input from a variety of stakeholders and a detailed analysis of community, system, and school data. The outcome of that process revealed a need that was also recognized by grant evaluators and—as a result—Carrollton High School was fortunate to be awarded its first 21st CCLC. As outlined in the following sections of this application, the need for a consistent, supportive, and academically rich after-school and summer program still exists for the students of Carrollton High School.

In an effort to identify the current needs of Carrollton High School students, the 21st CCLC Program Director for Carrollton City Schools mimicked the process previously put in place by district leaders. She collaborated with a variety of stakeholders and reviewed a series of recent data sources. Additionally, private schools in the district were invited to attend a consultation on October 27, 2021 to determine their student needs and explore services to be offered to those eligible to participate in the 21st CCLC grant.

Previously serving as the lead counselor of Carrollton High School, the 21st CCLC Program Director is knowledgeable about the varying and diverse needs of Carrollton High School students. Her direct input—in addition to guided discussions with Carrollton High School administrators, teachers, and district leaders—provided the foundation for the most recent needs assessment. Quantitative data including—but not limited to—Georgia Milestone Assessment scores, attendance reports, and course failure reports validated the needs identified by school and system personnel. Qualitative data from the school's 2020-2021 Student Wellness Survey also confirmed the academic and social-emotional needs directly identified by Carrollton High School students. Collectively, this data was reviewed in January 2022 by the 21st CCLC Program Director, Principal of Carrollton High School, Assistant Principals of Carrollton High School, and Carrollton City Schools' Director of Student Services. Details regarding specific needs identified and accompanying agreed upon goals are outlined in the following sections of this application.

(Word count is 349) If the word count exceeds 9,000, please upload any remaining narrative for Question A. The Process below.

B. Specific Needs (10 Points)

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

With a current enrollment of just over 1,700 students, Carrollton High School's demographics are representative of its community: 21% Hispanic/Latino, 1% American Indian or Alaska Native, 2% Asian, 31% Black or African American, 41% White, and 4% two or more races. Students with disabilities contribute to 11% of the school's student body and 40% are eligible for free or reduced lunch. Risk factors of the Carroll County community include unemployment, unsupported mental health, median household income, homelessness, adults without a high school education, and lack of transportation. Like so many other communities, these risk factors have been amplified by the Coronavirus pandemic and—as a result—families are experiencing significant stress and trauma. For these reasons, all students—and their families—are in need of support more than ever before. Before presenting the details of the specific quantitative and qualitative data collected, it is important to note that some of the most meaningful needs-based data was derived from the feedback of previous BRIDGE students:

“I have never had people care so much about me and that stay on my case when I don't...”

“I find BRIDGE very enjoyable and helpful because the program has amazing teachers who help you with your homework and do their best to be there for you. BRIDGE is every good place for socializing with friends and new people; as well as a good source of transportation.”

“I enjoy BRIDGE because I can get work done if I have any homework. I also like that if my mom is late to pick me up I don't have to stand out in the cold.”

“It's a very helpful way of getting on track and receiving help for academic problems”

Academic data reviewed included Georgia Milestone Assessment scores, i-Ready diagnostic data, course failure reports, and summer school recommendations that clearly identified the approximate number of students who are credit deficient. The Georgia Milestones Assessment scores revealed a deficit in literacy for 11th grade students. During the Winter 2020 administration, 71% of 11th grade students tested below proficient in American Literature. Eighty-five percent of 11th grade students tested below proficient in American Literature during the Spring 2021 administration. The Milestones revealed additional deficits in Science and Math for 10th grade students. Sixty-two percent of 10th grade students scored below proficient on the Winter 2020 Biology milestone and 72% of 10th grade students scored below proficient on the Spring 2021 Algebra I milestone.

i-Ready is an online assessment and instructional tool that provides diagnostics and individualized activities for each student. The program was implemented system-wide during the 2021-2022 school year and has already proven to be a valuable intervention and source of academic data. Mid-year reports from i-Ready diagnostics indicated that of the 283 students tested in 9th Grade Literature and American Literature, 10% (28 students) are reading two or more levels below grade level and 46% (131 students) are reading three or more levels below grade level. Quarterly data for the year-long Foundations of Algebra/Algebra I course indicated that of the 41 students tested, 85% (35 students) are currently performing three or more levels below grade level in math.

At more than any other academic level, successful course completion is critical at the secondary level. Course credits determine a student's ability to progress from one grade to another, in addition to determining his or her graduation eligibility. For these reasons, the data revealed from course failure reports and previous summer school recommendations is some of the most valuable academically. Additionally, from reviewing this data, it is evident that students may require support for reasons other than academic ability: poor time-management, lack of support outside of school, social-emotional challenges, etc. At the end of the 2020 - 2021 school year, just over 100 students were recommended to attend summer school based on needing to recover the credit for at least one academic course. Students who were credit deficient and unable to progress from one grade to the next were also recommended to attend. For the current 2021 - 2022 school year, there are already 49 students who have failed two or more courses.

Postsecondary preparedness is another primary area of need for Carrollton High School students. When surveyed prior to graduation, 15% of the class of 2021 planned to enter the workforce or did

not have a plan. While the data does not reveal the specific percentage of students without a plan, it is evident that a number of Carrollton High School students need further exposure to postsecondary options and support with planning. Additionally, regardless of their academic progress or amount of support outside of school, the majority of high school students consistently require assistance with college applications, financial aid applications, scholarships, and SAT/ACT registration. The 2020 - 2021 Student Wellness Survey confirmed this need.

Supporting the mental health and social-emotional needs of all students is imperative now more than ever. The Carrollton City School system prioritizes relationships with its students and also recognizes the immediate need to support students on a more personal level. On the 2020 - 2021 Student Wellness Survey, 81.5% of students responded that schoolwork causes them stress. 80.9% of students responded that school grades or performance cause them stress. Others specifically stated that maintaining a balance of school and work was challenging, being a failure was a constant worry, and the amount of work given was challenging to complete.

Attendance data and discipline data were also reviewed—and considered—as both are proven to impact a student’s personal and academic progress. A report pulled from the student information system, Infinite Campus, in mid-January 2022 revealed that 314 students have five unexcused absences and that 182 of those students have eight unexcused absences. Discipline reports from the same timeframe indicated that 36 students currently have four or more office referrals for the 2021 - 2022 school year.

(Word count is 935) If the word count exceeds 9,000, please upload any remaining narrative for Question B. Specific Needs below.

C. Program Focus (6 Points)

Provide specific information outlining the focus of the program as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified needs gathered in the data collection and analysis process. Be advised that no 21st CCLC program can target a population that excludes participants based on disability, gender, race, or ethnicity.

Based on the results of the needs assessment, it is evident that there is a need for a 21st CCLC program with a priority of supporting students with their academic progress, postsecondary preparation, and social-emotional well-being. While other opportunities will be in place to support each student as a whole (enrichment activities, parent engagement, etc.), these areas will be the primary focus of Carrollton High School’s 21st CCLC BRIDGE program.

The BRIDGE program will aim to support a targeted number of 9th through 12th grade Carrollton High School students who meet more-than-one of the following data supported criteria: failed an academic course, at-risk of failing an academic course, retained due to credit deficiencies, and/or maintain a significant number of unexcused absences. Students who display a need for postsecondary guidance, social-emotional support, and/or students who could benefit from positive adult relationships will also be considered.

Academic/instructional activities, parent collaboration, enrichment opportunities, relevant field trips, and retention of highly-qualified staff are all critical components that will support the focus of the BRIDGE 21st CCLC program. Details regarding the program plan are outlined in a later section of this application.

(Word count is 191) If the word count exceeds 9,000, please upload any remaining narrative for Question C. Program Focus below.

FY 23 RFP 21st Century Community Learning Centers PRIVATE SCHOOLS CONSULTATION

An SEA, LEA, any other educational service agency (or consortium of such agencies), or private organization receiving financial assistance under an applicable program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium shall engage in timely and meaningful consultation with private school officials.

Fiscal Agent Name: Carrollton City Schools

Official notification documentation has been entered in the GaDOE Equitable Services for Private Schools (ES4PS) system.

- ☐ There are no private schools located within the attendance zone of the school(s) served by the 21st CCLC

program.

☒ There are private schools located within the attendance zone of the school(s) served by the 21st CCLC program and these schools were consulted prior to the development of the Title IV, Part B, 21st CCLC application. Or no response was received by the deadline (must have documentation of attempts to contact the nonpublic representative).

Please enter the total estimated number of private school students that will be served by the 21st CCLC program.

0

Schools Served Chart (2022-2023)

Program Name: BRIDGE

[Sample Form](#)

Name of School(s) Served	County	School Designation (e.g. CSI or TSI)	Grade Span of School(e.g. K-5)	Total Enrolled in Regular School	Receiving Title I Funds Yes/No	% FRL	Number of Students from school that will be served per day by the 21st CCLC Program
Carrollton High School	Carroll	N/A	9-12	1760	<input type="radio"/> Yes <input checked="" type="radio"/> No	40.0 %	60

FUNDING REQUEST WORKSHEET

Program Name: BRIDGE

Site Name: Carrollton High School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per WEEK the program will operate the indicated component	Number of WEEKS per YEAR the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	20	40	12.00	34.00	\$5.05	\$6.30	\$144,024.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	10	30	16.00	4.00	\$5.05	\$6.30	\$15,328.00
Calculated Total							\$159,352.00

FUNDING REQUEST SUMMARY

Program Name: BRIDGE

Site	Calculated Total*
Carrollton High School	\$159,352.00
Calculated total of all sites	\$159,352.00

Program Name: BRIDGE

II. Budget (10 Total Points)

B. Budget Narrative

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

Provide a brief and concise narrative of the following:

- a. How the items within the budget support the goals of the program;
- b. How the requested funds were allocated for accomplishing tasks and activities described in the application;
- c. How the major costs indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;
- d. How 21st CCLC funds will supplement and not supplant other Federal, state, and local funds, and other non-Federal funds; and
- e. How the positions and salaries are reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures on salary determination.
- f. If the applicant plans to implement a program income system, provide a detailed description of the program income system that will be implemented including purpose and costs. Please describe the rationale, the timeline, the rate and amount and how income will be generated.

CBO/Non-LEA applicants must also provide a statement in the narrative as to whether there is any pending litigation against the organization, and if such litigation exists, attach in 'Supporting Budget Documentation' an opinion of counsel as to whether the pending litigation may impair the organization's ability to effectively implement or administer their proposed program. Likewise, CBO/Non-LEA applicants must provide a statement in the narrative as to whether the organization or any of the organization's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled nolo contendere to any felony, and if so provide an explanation with relevant details.

CBO/Non-LEA applicants must also provide a statement in the narrative of their intention to procure and maintain throughout the duration of the grant the following:

1. A fidelity bond in the amount of 25% of the annual award in favor of GaDOE to insure the applicant's performance under the grant; and
2. An insurance policy providing no less than \$1,000,000 of general liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage. If a fiscal agent is awarded more than one grant, they must increase the general liability by \$250,000 for each grant with a cap of \$2,000,000 per fiscal agent. The cost for the general liability policy will then be prorated equally amongst each subgrantee for the fiscal agent.

Carrollton City Schools has years of experience with federal budgeting procedures, having successfully operated 21st CCLC grants over the past ten years. All 21st CCLC BRIDGE program expenditures will be consistent with applicable state and federal laws, regulations, and guidance. Program funds will supplement—and not supplant—other federal, state and local funds. Additionally, funds will be used for activities that directly support the program's purpose, priorities, goals, and expected outcomes. All budget line items are considered reasonable and necessary to implement the program plan and accomplish the goals of the program. As outlined in the Budget Summary, the majority of funds will be spent in the areas of Instruction, Pupil Services, and Student Transportation.

Just over 52% of the budget is designated for personnel, instructional materials, and innovative technology that will support instruction. Employing and retaining experienced, highly-qualified staff and maintaining a low student-staff ratio is necessary and essential to the success of the 21st CCLC BRIDGE Program. All salaries and benefits are consistent with the policies and procedures of Carrollton City Schools. The salaries for 21st CCLC BRIDGE program Certified Tutors and Non-Certified Tutors are based on the time designated for the 21st CCLC program. Documentation that

salaries and hourly wages are consistent with our demographic area is attached.

Roughly 18% of the budget is dedicated to Pupil Services. These funds will help ensure quality leadership of the 21st CCLC BRIDGE program by compensating a highly-qualified and organized Site Coordinator. Additional funds in this portion of the budget are dedicated to field trip expenses. Relevant and innovative field trip opportunities are necessary to ensure that students of the BRIDGE program are exposed to experiences that support their needs and the goals of the program.

Without providing transportation, the majority of identified students will not be able to participate in an after-school or summer program. For this reason, roughly 14% of the budget is allocated for Student Transportation. This will ensure that students have safe and consistent transportation home from the 21st CCLC after-school BRIDGE program. Additionally, students will be able to take advantage of free transportation to-and-from the BRIDGE program during the summer.

Administrative expenses (including Site Coordinator and Data Coordinator salary and benefits, administrative supplies, audit, and indirect cost) are less than 10% of the grant budget. As mandated, less than 3% of total funding is spent on the external auditor.

(Word count is 390)

WORKING CAPITAL ANALYSIS WORKSHEET 2022-2023

Applicant Name: Carrollton City Schools

Include information from the fiscal agent's most recent audited financial statements. If audited financial statements are not available, then please input information based on the most recent financial statements (e.g. Trial Balance, Balance Sheet) available.

Date of most recent audit:	06/30/2020
Cash and cash equivalents*	\$ 11,819,599.00

Calculation of recommended working capital requirement:

Proposed annual budget of the 21st CCLC program	\$ 159,352.00
Number of months of operation (including summer, if applicable)	10
Estimated monthly working capital requirement	\$15,935.20
Necessary working capital for 3 month period	\$47,805.60

Results:

Are cash and cash equivalents greater than needed working capital?	Yes
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FY23 RFP Budget Details For Year 1 (FY23)

Program name: BRIDGE

Fiscal agent name: Carrollton City Schools

Budget updated on (date): 01/19/2022

					Sum:	\$159,352.00	Maximum Amount Allowed: \$159,352.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2023	1000 / 110	1000	110	1	\$45,600.00	\$45,600.00	Teacher Salaries (Afterschool): 4 Teachers x \$25/hour x 3 hours/day x 4 days/week x 34 weeks = \$40,800.00; Teacher Salaries (Summer): 3 Teachers x \$25/hour x 4 hours/day x 4 days/week x 4 weeks = \$4,800.00
2023	1000 / 140	1000	140	1	\$22,170.00	\$22,170.00	Paraprofessional Salaries (Afterschool): 3 Tutors x \$15/hour x 3 hours/day x 4 days/week x 34 weeks = \$18,360.00; Paraprofessional Salaries (Summer): 2 Tutors x

							\$15/hour x 4 hours/day x 4 days/week x 4 weeks = \$1,920.00
2023	1000 / 200	1000	200	1	\$5,100.00	\$5,100.00	Afterschool teacher and paraprofessional benefits (FICA, TRS, Health).
2023	1000 / 610	1000	610	1	\$2,000.00	\$2,000.00	Instructional supplies to support afterschool and summer school program for at risk students. Supplies will include materials for enrichment program, construction paper, pocket charts, folders, binders, highlighters, post it notes, notebook paper, etc.
2023	1000 / 616	1000	616	1	\$8,000.00	\$8,000.00	STEM activities - Expendable equipment to support afterschool and summer school program for at risk students. Supplies will include materials for enrichment program, supplemental academic resources, chrome books, headphones, iPads, musical instruments, physical education equipment, science kits, drones, measuring tools, math kits, art supplies/equipment, etc.
2023	1000 / 642	1000	642	1	\$1,500.00	\$1,500.00	Periodicals to support literacy during. Establish reading libraries for at risk students; replacement of consumables
2023	2100 / 191	2100	191	1	\$24,000.00	\$24,000.00	One Site Coordinator- Part-time 12 month temporary position 41 weeks, 19 hours per week, \$30.00 per hour. Variation in daily hours will depend on required professional development, after hour meetings with parents, etc.
2023	2100 / 200	2100	200	1	\$2,000.00	\$2,000.00	Site Coordinator - FICA and other benefits.
2023	2100 / 810	2100	810	1	\$4,000.00	\$4,000.00	Admission for field trips - Approximately 100 students/\$9.00 per student/5 trips. All field trips will be pre-approved. Additional field trips will be sponsored by community partners. Additional expenses will be covered by local funding sources.
2023	2213 / 580	2213	580	1	\$500.00	\$500.00	Travel expenses to and from professional development trainings.
2023	2213 / 810	2213	810	1	\$500.00	\$500.00	Registration fees for professional development trainings for Site Coordinator and program staff members.
2023	2230 / 142	2230	142	1	\$9,500.00	\$9,500.00	Data Coordinator - Part-

							time, temporary position \$15 per hour/14 hours per week/41 weeks. (Full-time employees of Carrollton City Schools will be paid in accordance to all the Fair Labor Standard Act).
2023	2230 / 190	2230	190	1	\$4,230.00	\$4,230.00	Program Director salary 12 month contractual position \$60,700 split among four sites. 40 hours per week, \$43 per hour. Local system pays remainder of salary.
2023	2230 / 200	2230	200	1	\$1,200.00	\$1,200.00	Benefits - Program Director and Data Coordinator - FICA, health, TRS, and other benefits.
2023	2230 / 300	2230	300	1	\$500.00	\$500.00	Audit
2023	2230 / 332	2230	332	1	\$2,400.00	\$2,400.00	Fingerprinting/Background checks for 60 individuals at \$39.75 each.
2023	2230 / 610	2230	610	1	\$1,000.00	\$1,000.00	Administrative supplies.
2023	2700 / 180	2700	180	1	\$10,952.00	\$10,952.00	Bus driver and monitor salaries for after school. 2 hours per day/4 days per week/34 weeks /\$15 per hour/4 buses and 1 monitor=\$19,760; 4 hours per day/4 days per week/4 weeks (summer) = \$3,840. Plus field trips and substitutes. (Local funds pays for remainder).
2023	2700 / 200	2700	200	1	\$1,200.00	\$1,200.00	Afterschool bus driver and monitor FICA and health benefits.
2023	2700 / 620	2700	620	1	\$10,000.00	\$10,000.00	Transportation Cost (4 buses/1.00 per mile/avg. 1000 miles total per month, 10 months)
2023	2900 / 300	2900	300	1	\$3,000.00	\$3,000.00	External Program Evaluator.

Georgia Department of Education
21st Century Community Learning Centers RFP Budget Summary (10 points)

		Year 1 (FY23)		Year 2 (FY24)		Year 3 (FY25)		Year 4 (FY26)		Year 5 (FY27)	
Maximum Amount Allowed		\$159,352.00		\$159,352.00		\$159,352.00		\$143,416.80		\$127,481.60	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$84,370.00	52.95	\$84,370.00	52.95	\$84,370.00	52.95	\$71,700.00	49.99	\$61,492.00	48.24
2100	Pupil Services	\$30,000.00	18.83	\$30,000.00	18.83	\$30,000.00	18.83	\$28,339.00	19.76	\$25,649.00	20.12
2210	Improvement Instructional Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2213	Instructional Training	\$1,000.00	0.63	\$1,000.00	0.63	\$1,000.00	0.63	\$1,000.00	0.7	\$700.00	0.55
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$18,830.00	11.82	\$18,830.00	11.82	\$18,830.00	11.82	\$17,225.00	12.01	\$15,640.00	12.27
2300	General Administration	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0

	(for Federal Indirect Cost)										
2500	Support Services - Business	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2600	Maintenance and Operation of Plant Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2700	Student Transportation	\$22,152.00	13.9	\$22,152.00	13.9	\$22,152.00	13.9	\$22,152.00	15.45	\$21,000.00	16.47
2900	Other Support Services	\$3,000.00	1.88	\$3,000.00	1.88	\$3,000.00	1.88	\$3,000.00	2.09	\$3,000.00	2.35
	Total	\$159,352.00		\$159,352.00		\$159,352.00		\$143,416.00		\$127,481.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	114,370.00	71.78	114,370.00	71.78	114,370.00	71.78	100,039.00	69.75	87,141.00	68.36
	Administrative Expenses (2230, 2300 and 2500)	18,830.00	11.82	18,830.00	11.82	18,830.00	11.82	17,225.00	12.01	15,640.00	12.27
Code	Less:										
2230/300	Audit	\$500.00	0.31	\$500.00	0.31	\$500.00	0.31	\$500.00	0.35	\$500.00	0.39
2230/332	National Criminal Background Checks	\$2,400.00	1.51	\$2,400.00	1.51	\$2,400.00	1.51	\$2,400.00	1.67	\$2,400.00	1.88
2230/520	Surety bond	0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2300/880	Indirect costs	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
	Sub-Total	\$2,900.00	1.82	\$2,900.00	1.82	\$2,900.00	1.82	\$2,900.00	2.02	\$2,900.00	2.27
	Net Administrative Expenses	\$15,930.00	10	\$15,930.00	10	\$15,930.00	10	\$14,325.00	9.99	\$12,740.00	10
2900/300	External Evaluation expense	\$3,000.00	1.88	\$3,000.00	1.88	\$3,000.00	1.88	\$3,000.00	2.09	\$3,000.00	2.35
Validations:											
	Worksheet total matches Budget Summary:	TRUE									
	Instruction and Pupil Services account for at least 65% of budget	TRUE		TRUE		TRUE		TRUE		TRUE	
	Net Administrative expense is 10% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	
	External Evaluation expense is 3% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	

Supporting Budget Documents

a. Wages

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21st CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant agency. Additionally, non-exempt staff employed by a LEA should be compensated according to a pre-determined agreed upon rate (Rate-in-Effect method) for hours worked in the program. See 29 U.S.C.A. § 207(g)(2). 21st Century Programs are to be provided outside of the regular school day or during periods when school is not in session; therefore, we do not consider the program a continuation of an educator's regular day. All salaries and wages must be consistent with the policies and procedures of the applicant agency. Proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project (<http://www.bls.gov/oes/current/oesrcma.htm>).

- b. All new CBO/Non-LEA and new IHE applicants must submit copies of their organization's most recent year's independently audited financial statements including the audit opinion, the balance sheet/statement of financial position, statement of income/statement of activities, statement of retained earnings/statement of changes in net assets, statement of cash flows and the notes to the financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Additionally, new CBO/Non-LEA applicants must provide copies of most recent statements that substantiate the amount of cash and cash equivalents stated on the Working Capital Analysis Worksheet, such as copies of applicable statements from financial institutions for primary accounts (e.g., checking, savings) for the most current three months.

CBO/Non-LEA applicants currently operating a 21st CCLC program in FY22 are not required

to include the financial audit and financial statements with their applications.

All CBO/Non-LEA applicants, excluding IHE applicants, must also include the, most recent Form 990 "Return of Organization Exempt from Income Tax" (if applicable). If independently audited financial statements do not exist for the applicant, the applicant shall state the reason and still include the applicable bank statements (e.g. primary saving and checking accounts) from the most current three months.

Uploaded proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project when applicant agency policies and procedures do not define salaries and wages.

[Wages PDF](#)

[Download a copy of Carrollt_wages_130.pdf](#)

Program Name: BRIDGE

A. Program Plan - History of Success

As part of the proposed program plan, applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students. The applicant must provide evidence of best practices, including research or evidence-based practices that will be used to conduct educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for the students to be served by the proposed 21st CCLC program.

The applicant must provide a narrative with a complete plan explaining how the program will operate, will address the needs identified in the needs assessment process, and align activities with the Georgia Standards of Excellence. The plan should also provide a clear, concise description of how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/district improvement plans.

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

Carrollton City Schools initially received its first 21st CCLC grant in 2010. Since then, the district has successfully operated and managed multiple 21st CCLC grants at each of its four schools. Unfortunately, funding for the BRIDGE program at Carrollton High School was not available for the FY20 grant cycle; however, the program had a history of success while it was active. During the 2018 - 2019 school year, 132 students were enrolled in the BRIDGE program with an average daily attendance of 58. The annual evaluation for the same school year revealed the following academic accomplishments of its regularly attending students:

- 83% passed their Math course for the year with a 75 or above
- 93% passed their English course for the year with a 75 or above
- 70% passed their Science course for the year with a 75 or above
- 67% passed their Social Studies course for the year with a 75 or above

Additionally, 95% of regularly attending students had less than four office referrals for the year and 91% of parents attended at least one of the family activities offered.

Teacher, parent, and student surveys were conducted and reviewed in June 2018. All groups were positive in every area on the surveys. With a satisfaction rating of 98%, parents were very pleased with the program and felt that their students improved in homework completion (100%) and in behavior (91%). 92% of BRIDGE students strongly agreed or somewhat agreed that the program helped them complete their homework and 89% responded that they were doing better in school.

73% of students strongly agreed or somewhat agreed that they felt better about themselves and 75% responded that their behaviors improved. Of teachers, 66% reported that they had seen improvement in homework completion of students attending the BRIDGE program. Teachers also reported that 78% of students had improved in academics.

The surveys from all groups showed that there was a strong belief that the program was beneficial—for a variety of reasons—to those in attendance. Additional feedback and comments from students and their parents further confirm its impact:

“Without the support of the BRIDGE program my son would not have graduated high school.” - BRIDGE Parent

“I feel like BRIDGE has really helped me stay on top of my classes and grades this year. I have made friends at BRIDGE, and I know the teachers care about me.” - BRIDGE Student

“I will be graduating in May because of BRIDGE and BRIDGE has helped that happen. My older sister had already graduated and BRIDGE helped her too. BRIDGE cares a lot about the students and how we do not just at school, but in life.” - BRIDGE Student

A variety of evidence based best practices will be used to conduct educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for the students to be served by the proposed 21st CCLC program

The 21st CCLC BRIDGE program will be available for student attendance after-school and during the summer. To ensure that students have the opportunity to receive the proposed supports for a minimum of 12 hours per week during the school year, the BRIDGE program will operate from 3:30 PM to 6:30 PM Monday through Thursday. The summer program will operate from 8:00 AM to 12:00 PM Monday through Thursday. Parent and family events may be scheduled outside of program hours to be considerate of parent/guardian work schedules.

As previously detailed, the results of the needs assessment confirmed that there is a need for a 21st CCLC program with a priority of supporting students with their academic progress, postsecondary preparation, and social-emotional well-being. In an effort to target each area of need, the BRIDGE program will offer a variety of academic/instructional activities, enrichment activities, community service projects, and relevant field trips.

Academic/Instructional Activities

One of the top four evidenced-based recommendations for reducing dropout rates includes providing intensive, individualized support to students who fall behind or who face challenges to success (US Department of Education, NCEE 2017-4028). 21st CCLC BRIDGE students will be provided individualized support in the core academic areas of math, science, social studies, and language arts. Support will include daily tutoring and homework help to ensure that each student understands school day concepts and has the guidance necessary to complete all required assignments. Collaboration with school day teachers will be consistent to ensure that the BRIDGE program supports school day requirements. Activities involving direct instruction—including remediation of below grade level concepts and acceleration of new concepts—will also occur consistently across all core academic areas. All tutoring and instruction will directly relate to the Georgia Standards of Excellence and will align with school and district improvement plans.

A variety of technologies will be used to support tutoring and direct instruction. Edgenuity will be used for students who are credit deficient in any one academic area or for students who are not on grade level due to credit deficiencies. i-Ready will be used to support student efforts to meet their academic goals and the academic goals of the program. i-Ready is a comprehensive assessment and instruction program that provides customized instruction and practice for each individual student. i-Ready is currently being used systemwide by school day teachers and the district’s active 21st CCLC programs.

Enrichment Activities

Research has proven that students directly benefit from opportunities that connect schoolwork with college and career readiness and opportunities that support students with their capacity to manage challenges in and out of school (US Department of Education, NCEE 2017-4028). Structured enrichment activities will be designed to offer specific and unique academic, cultural, social-emotional, and postsecondary planning opportunities to the students of the 21st CCLC BRIDGE program. The goal of each enrichment activity will be to provide exposure to something new and to encourage students to learn valuable skills that can be transferred to the classroom, real world setting, or a future career. Enrichment activities will also provide opportunities for students to practice self-care, learn more about life skills, practice leadership skills, and prepare for postsecondary options. A partnership with the Carrollton High School guidance department will ensure that opportunities to support trends in mental health are also available.

Community Service Projects

To increase positive student behaviors, the 21st CCLC BRIDGE program will involve students in service-learning projects to help reiterate the importance of being useful and meaningful members of their community. Community service projects will allow students to apply the lessons learned in the classroom to real-life situations and experiences. Students will actively participate in the planning, development and implementation of the service projects.

Field Trips

In an effort to expose 21st CCLC BRIDGE students to educational opportunities outside of school, a series of field trips will be planned during the after-school program and the summer program. Field trips will include college visits, career based tours, and trips to other locations of interest that support the needs of the students and the goals of the program.

In order to maximize the success of each participating student, it is imperative that BRIDGE staff serve on the same supportive team as its BRIDGE parents. For this reason, the 21st CCLC BRIDGE program will be diligent about frequently collaborating with parents/guardians and actively engaging families. Intentional and consistent communication will also be necessary. The BRIDGE program will involve parents and families by offering periodic educational activities, classes/workshops, culturally specific programming, sports activities, and events to celebrate student success. An initial survey may also be administered in an effort to determine additional areas of need and/or of interest. Specific opportunities for senior students and their families will be offered to help accomplish postsecondary planning and associated tasks (college applications, FAFSA, job applications, etc.).

(Word count is 1271)

Goals

Program Name: BRIDGE

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Improve student academic achievement by offering supplementary services and support to enhance the regular academic program.	1.1) 70% of regularly attending students (30 days or more) will demonstrate an increase in Math performance as measured by classroom performance by earning a passing grade of 75 or higher.	1.1) Monthly Infinite Campus grade reports.	1.1.1) Tutoring for support with homework (completion and lack of understanding).	1.1.1) Daily throughout the school year.
	1.2) 70% of regularly attending students (30 days or more) will demonstrate an increase in English Language Arts performance as measured by classroom performance by earning a passing grade of 75 or higher.	1.2) Monthly Infinite Campus grade reports.	1.1.2) Direct instruction including remediation of below grade level concepts and acceleration of new concepts.	1.1.2) Daily throughout the school year and summer program.
	1.3) 70% of regularly attending students (30 days or more) will demonstrate an increase in Social Studies performance as measured by classroom performance by earning a passing grade of 75 or higher.	1.3) Monthly Infinite Campus grade reports.	1.1.3) i-Ready	1.1.3) Daily throughout the school year and summer program.
	1.4) 70% of regularly attending students (30 days or more) will demonstrate an increase in Science performance as measured by classroom performance by earning a passing grade of 75 or higher.	1.4) Monthly Infinite Campus grade reports.	1.2.1) Tutoring for support with homework (completion and lack of understanding).	1.2.1) Daily throughout the school year.
			1.2.2) Direct instruction including remediation of below grade level concepts and acceleration of new concepts.	1.2.2) Daily throughout the school year and summer program.
			1.2.3) i-Ready	1.2.3) Daily throughout the school year and summer program.
			1.3.1) Tutoring for support with homework (completion	1.3.1) Daily throughout the school year.
				1.3.2) Daily throughout the school year and summer program.
				1.4.1) Daily throughout the school year.

			<p>and lack of understanding).</p> <p>1.3.2) Direct instruction including remediation of below grade level concepts and acceleration of new concepts.</p> <p>1.4.1) Tutoring for support with homework (completion and lack of understanding).</p> <p>1.4.2) Direct instruction including remediation of below grade level concepts and acceleration of new concepts.</p>	1.4.2) Daily throughout the school year and summer program.
2) Increase youth development and positive behavior by offering services and educational opportunities.	<p>2.1) 70% of regularly attending students (30 days or more (will have no more than 4 office referrals for the school year.</p> <p>2.2) 2.2) 70% of regularly attending students (30 days or more) will complete a minimum of one service project during the school year and one in the summer.</p>	<p>2.1) 2.1) Infinite Campus discipline reports.</p> <p>2.2) Completion of service project documented through Site Coordinator checklist and additional documentation (pictures, etc.).</p>	<p>2.1.1) PBIS Tier I Implementation</p> <p>2.1.2) Site Coordinator designed Enrichment opportunities that focus on positive behavior, leadership, and other relevant life-skills.</p> <p>2.2.1) Site Coordinator designed service projects. Service projects will be based on relevant community needs and/or initiatives.</p>	<p>2.1.1) Daily throughout the school year.</p> <p>2.1.2) Daily throughout the school year.</p> <p>2.2.1) At least one service project opportunity will be offered during the Fall and Spring semesters, in addition to at least one during the Summer program.</p>
3) Increase family engagement by offering opportunities for participation and educational development.	<p>3.1) 70% of parents of regularly attending students (30 days or more) will participate in two family engagement activities throughout the school year.</p> <p>3.2) 70% of parents of regularly attending students (30 days or more) will attend one parent educational activity offered by the program, utilize the Parent Resource Center, engage in a parent/teacher conference, or complete a survey about the program and its offerings.</p>	<p>3.1) Sign-in sheets.</p> <p>3.2) Sign-in sheets, Resource check-out sheets, Infinite Campus contact logs, Completed Surveys.</p>	<p>3.1.1) Trojan Business Day</p> <p>3.1.2) Open House</p> <p>3.2.1) BRIDGE Parent Orientation.</p> <p>3.2.2) Parent Resource Center, Parent/Teacher conferences, Completed parent surveys.</p>	<p>3.1.1) July</p> <p>3.1.2) August</p> <p>3.2.1) August (school-year program); June (summer program).</p> <p>3.2.2) Ongoing throughout the school year.</p>

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

Alternative Delivery Method: Describe how the program will continue to meet the needs of the students and community if program implementation cannot be delivered as planned. We know that in person instruction is best practice however, circumstances out of our control may require a quick move to temporary instruction. Your plan needs to include how the program will offer virtual/digital learning in the event of school closures and the preferred method of delivery (i.e., Zoom, Teams, Google Classroom, etc.) The plan must also include how you will ensure cybersecurity and student privacy.

1) Improve student academic achievement by offering supplementary services and support to enhance the regular academic program.

When onsite programming is not possible, the BRIDGE 21st CCLC program will utilize a variety of web-based tools to ensure that student support is maintained and that there is a progression towards meeting program goals. i-Ready will be used to support student efforts to meet their academic goals and the academic goals of the program. i-Ready is a comprehensive assessment and instruction program that provides customized instruction and practice for each individual student. i-Ready is currently being used systemwide by school day teachers and the district's active 21st CCLC programs.

Each alternative delivery method is approved and supported by the Carrollton City School district. To ensure cybersecurity and student privacy, the BRIDGE 21st CCLC program will follow the district's established Technology Acceptable Use policy.

2) Increase youth development and positive behavior by offering services and educational opportunities.

Google Meets and/or Google Classroom will be used to offer student support and initiate student interaction when onsite programming is not possible. Each alternative delivery method is approved and supported by the Carrollton City School district. To ensure cybersecurity and student privacy, the BRIDGE 21st CCLC program will follow the district's established Technology Acceptable Use policy.

3) Increase family engagement by offering opportunities for participation and educational development.

In an effort to support family engagement and offer parent educational activities when onsite programming is not available, each program will utilize videos and Google Meets for parent participation opportunities. These opportunities may be synchronous or asynchronous. Each alternative delivery method is approved and supported by the Carrollton City School district. To ensure cybersecurity and student privacy, the BRIDGE 21st CCLC program will follow the district's established Technology Acceptable Use policy.

SAVE

Program Name: BRIDGE

B. Quality Contact Time (5 Points)

Provide a brief narrative that expands on the before- and after-school, summer or other non-school time activities listed in the Table referenced above, focusing on the hours and days of service for students and families. Research has proven that brief periods of contact time in before- and after-school programs are not beneficial to students. The applicant must clearly state the total number of hours per week each site will operate. **Each enrolled student** must be given the opportunity to attend academic and enrichment activities a **minimum of 12 hours each week** (occurring preferably between Monday-Friday) to provide a quality program to foster maximum positive impact on students' development and learning. Travel time does not count towards the 12 hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

The applicant must attach a sample weekly schedule of activities for each component (i.e., before school, after school, summer) for each site.

The 21st CCLC BRIDGE program will be available for student attendance after-school and during the summer. To ensure that students have the opportunity to receive the proposed supports for a minimum of 12 hours per week during the school year, the BRIDGE program will operate from 3:30 PM to 6:30 PM Monday through Thursday. The summer program will operate from 8:00 AM to 12:00 PM Monday through Thursday. Parent and family events may be scheduled outside of program hours to be considerate of parent/guardian work schedules.

The total quality contact time for the 21st CCLC BRIDGE program will be a minimum of 38 weeks:

a minimum of 34 weeks during the school year and a minimum of 4 weeks during the summer. This equates to 152 days.

(Word count is 119)

Download sample weekly schedule of activities for each program at each site

Carrollton High School

After School Program: [Carrollton High School as_program_130_149.pdf](#)

Summer Program: [Carrollton High School sb_program_130_149.pdf](#)

21st CCLC SITE PROFILE FORM (2022-2023)						
21st CCLC Site Name	Carrollton High School			County	Carroll	
Physical Address	201 Trojan Drive					
City	Carrollton			Zip Code	30117	
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>					
Before School	Before School		After School	60	Student data is	
After School	After School		Weekends/Holidays		from Funding	
Weekends/Holidays	Weekends/Holidays		Summer	40	Request Worksheet	
Summer	Summer		9-12			
Enrichment Student to Staff Ratio	15:1			Academic Student to Staff Ratio		
				10:1		
SITE CONTACT INFORMATION						
Site Contact Name	Trevor Barrett	Phone	770-834-7726	Email	trevor.barrett@carrolltoncityschools.net	
Regular School Year Program for Students						
AFTER SCHOOL PROGRAM Site Schedule						
After School Program Start Date	08/15/2022					
After School Program End Date	05/18/2023					
Total # Days After School	136					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 3:00 PM)	3:30 PM	3:30 PM	3:30 PM	3:30 PM		Total Weekly Hours After School
Service End Time (e.g., 6:00 PM)	6:30 PM	6:30 PM	6:30 PM	6:30 PM		12.00 of 12.00 hours
Summer Programs for Students						
Summer Site Schedule for Typical Week						
Summer Program Start Date	06/05/2023					
Summer Program End Date	06/29/2023					
Total # Days Summer Program	16					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 9:00 AM)	8:00 AM	8:00 AM	8:00 AM	8:00 AM		Total Summer Hours per Week
Service End Time (e.g., 4:00 PM)	12:00 PM	12:00 PM	12:00 PM	12:00 PM		16.00 of 16.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						
Adult Education Site Program Schedule						
Dates Site Open (Adults)						
Dates Site Closed (Adults)						
Total # Days	0					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 6:00 PM)						Total Adult Hours per Week
Service End Time (e.g., 8:00 PM)						0.00

Program Name: BRIDGE

C. Recruitment and Retention (6 Points)

In this section, describe in detail the criteria for selecting 21st CCLC students. Describe the process and specific strategies that will be used to recruit targeted students for enrollment **and** retain them to achieve long term (i.e., at least 30 days or 90 hours) participation. Strategies utilized for recruitment and retention should be specific to the targeted population (e.g., grade level, native language, etc.).

In the narrative, applicants must discuss how regular school day staff will be consulted in the identification and recruitment of 21st CCLC students. The narrative must include the total number of targeted students (public and private) that will be served by the proposed 21st CCLC program.

Prior to the start of the BRIDGE program, the 21st CCLC Program Director will collaborate with the Site Coordinator and Carrollton High School administrators to identify a list of at least 75 students who will benefit from the supports offered through the program. Student selection criteria will include students who meet more-than-one of the following data supported criteria: failed an academic course, at-risk of failing an academic course, retained due to credit deficiencies, and/or maintain a significant number of unexcused absences. Students who display a need for postsecondary guidance, social-emotional support, and/or students who could benefit from positive adult relationships will also be considered. Each student identified will be invited to attend and will be provided with the necessary registration information. Each student's parent/guardian will also be contacted to ensure that they are aware of the invitation and the supports offered by the program.

Recruitment will be ongoing throughout the year. Through coordinated efforts, the Site Coordinator will rely on periodic course failure reports, teacher referrals, administrator referrals, and counselor referrals in order to invite additional students to attend. An emphasis will also be placed on inviting students with a high number of absences and/or students who would benefit from positive adult relationships. Invitations to students who are McKinney-Vento eligible will be prioritized.

Recruitment efforts will be repeated annually and prior to the start of the summer program. The BRIDGE Site Coordinator and other appropriate school personnel will also utilize Open House, Advisement, Orientations, faculty meetings, and parent meetings to create an awareness of the BRIDGE program. BRIDGE staff will be tasked with periodically contacting parents/guardians to encourage student participation and answer any questions. The Carrollton City Schools' 21st CCLC webpage and other district communications will also ensure that the school community is consistently informed of the program's offerings.

Student retention is critical to the success of the BRIDGE program and—ultimately—its students. For this reason, an emphasis will be placed on practices that will ensure consistent and long term student participation. Parent/guardian collaboration is imperative to the retention of BRIDGE program students. Student attendance will be tracked and reported to the 21st CCLC Program Director daily. If a student is absent two consecutive days, program staff will contact the student's parent/guardian to determine the reason for missing the program and to encourage participation. Documentation of these phone calls will be recorded in a parent/guardian contact log. Students absent ten or more consecutive days will be placed on an "Inactive Student" roster.

Carrollton City School administrators will work with the 21st CCLC Program Director and BRIDGE program staff to eliminate barriers that prevent consistent student attendance. Students will be encouraged to participate in both the BRIDGE after-school program and extracurricular activities. Collaboration with directors and coaches of extracurricular activities will be ongoing to ensure flexibility and scheduling expectations.

If BRIDGE regular program attendance is not consistent with the target number of students or if the program is not meeting a satisfactory participation rate, BRIDGE staff and the 21st CCLC Program Director will collaborate to review recruitment procedures, evaluate effectiveness of the program, identify partners to provide incentives, and evaluate enrichment offerings. Additionally, the parent/guardian of each student who does not consistently attend will be contacted to determine how the program can better meet his/her needs.

(Word count is 558)

130

Program Name: BRIDGE

D. Staffing and Professional Development (6 Points)

In this section, provide a brief narrative of the program's organizational, managerial, and staffing structure, as well as an overview of how ongoing hiring and staff professional learning opportunities will be developed and implemented during the grant award period. Included in the hiring process

description should be a clear set of procedures as to how the program management staff will conduct and use the results of national criminal background checks to deliver fitness determinations for the employment of all grant-funded workers, including contractors and subcontractors, and regular volunteers (adults who have contact with student more than one time).

This section narrative must include job descriptions of key personnel and their required qualifications (e.g., program director/manager, site coordinator(s), data entry clerk, etc.), as well as how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately. Proposed program directors must hold a Bachelor's degree from an accredited university and have one year of successful program management experience OR have three years of successful grant management, including direct responsibility of budget implementation and staffing supervision. Applicants must attach a résumé for the program director.

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

The narrative must also describe how the program will provide ongoing and regular opportunities for professional development and staff planning during the course of the grant award period.

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

The most highly-qualified individuals will be recruited and hired to work the 21st CCLC BRIDGE program. The Program Director will collaborate with Carrollton City Schools' Human Resources department to advertise and obtain applications for all required positions. The Program Director, BRIDGE Site Coordinator, and Carrollton High School Principal will work together to select the most qualified applicants.

Prior to employment, national criminal background checks will be required of all individuals who intend to be hired to support the BRIDGE program. Background checks will be conducted through the Carrollton City Schools' Human Resources department at no cost to the prospective employee and will be updated annually. The 21st CCLC BRIDGE program will follow the same guidelines and hiring procedures as established by Carrollton City Schools. The district's current employment policy prevents hiring individuals with specific crimes, including crimes against children, sex crimes, and violent crimes. Employment fitness determination will be established based on Carrollton City Schools' policies and procedures. All background checks that have questionable results will be reviewed and approved by the Superintendent and Program Director before approval for hiring. Results of each background check will be kept on file at the Carrollton City Schools' Human Resources department. The Program Director will be responsible for overseeing background checks and fitness determination of program staff.

To ensure successful implementation and facilitation of the BRIDGE program, the following organizational, managerial, and staffing structure will be put in place. Descriptions of each key personnel, their responsibilities, and qualifications are also included. Please note that alternatives to the qualifications may be found appropriate and acceptable by the Superintendent and Board.

21st CCLC Program Director

The 21st CCLC Program Director is responsible for all operations of the district's 21st CCLC programs. Responsibilities entail general supervision of each program, managing the overall budget, supporting and facilitating program evaluations, supporting each program's Site Coordinator, assisting with activities related to the success of the 21st CCLC programs, and serving as the liaison between each program and the Carrollton City School district. The Program Director receives guidance and supervision from district leaders and consistently collaborates with school administrators to ensure the success of each program and its students. Qualifications of the Program Director include: (1) Must be over 18 years old, (2) Bachelor's degree required, (3) Preferably a certified teacher or individual with related experience. Please see the attached resume.

BRIDGE Site Coordinator

The BRIDGE Site Coordinator will be responsible for the operations and implementation of the BRIDGE program at Carrollton High School. He/she will provide leadership and administration to BRIDGE staff and students, while consistently collaborating with the Program Director and school administration to ensure the success and fidelity of the program. The Site Coordinator is expected to recruit and retain program staff and students, consistently review data associated with the program's goals and objectives, and organize quality educational opportunities for the students in attendance. Qualifications of the Site Coordinator include: (1) Must be over 18 years old, (2) Bachelor's degree required, (3) Preferably a certified teacher or individual with related experience.

Date Coordinator

The Data Coordinator will work closely with the BRIDGE Site Coordinator and the 21st CCLC Program Director in an effort to manage all program documentation, record and monitor student and program data, and facilitate the data reporting required for periodic evaluations. Qualifications of the Data Coordinator include: (1) Must be over 18 years old, (2) Bachelor's Degree preferred; minimum of an Associate's degree or equivalent is required, (3) Experience with data entry and bookkeeping.

Academic Tutors (Certified)

Under the direction of the BRIDGE Site Coordinator, Certified Academic Tutors will provide instruction and guide the delivery of educational activities to BRIDGE program students. Additionally, Certified Academic Tutors will be responsible for communicating and collaborating with each student's regular school day teachers to ensure that the program is supporting the student's school day expectations. The student-to-staff ratio for academic tutoring will not exceed a ratio of 10:1. Qualifications of a Certified Academic Tutor include: (1) Must be over 18 years old, (2) Bachelor's Degree required, (3) Georgia Teaching Certificate and/or Georgia license as appropriate for the services contracted required.

Academic Tutors (Non-Certified)

Under the direction of the BRIDGE Site Coordinator and Certified Academic Tutors, Non-Certified Academic Tutors will support the Certified Academic Tutors and the daily operations of the program. Qualifications of a Non-Certified Academic Tutor include: (1) Must be over 18 years old, (2) Bachelor's Degree preferred; minimum of an Associate's degree or equivalent, (3) Enrolled in college with an interest in the field of education preferred, (4) Prior experience preferred.

Enrichment Instructors

Under the direction of the BRIDGE Site Coordinator, Enrichment Instructors will provide unique, specialized, and project based instructional activities based on an area of expertise. The student-to-staff ratio for enrichment activities will not exceed a ratio of 15:1. The Enrichment Instructor must be over 18 years old and his/her qualifications must directly align with the intended area of instruction. A resume, certificate, and/or other documentation must be provided to confirm qualifications.

External Evaluator

The External Evaluator will be a highly qualified individual (or team of individuals) responsible for conducting quarterly evaluations of the BRIDGE program. The External Evaluator will assess the program's progress towards meeting its measurable objectives through quarterly site visits. The External Evaluator will be contracted annually and will have no vested interest in the BRIDGE program. Qualifications of the External Evaluator include extensive experience in research and program evaluation for both state and federally funded educational grants.

In addition to hired personnel, the BRIDGE program will also utilize volunteers in an effort to involve the community and offer unique opportunities to its students. Carrollton City Schools is located within 5 miles of the University of West Georgia, one of the largest teaching universities in the state. In collaboration with the University, the BRIDGE program will utilize volunteers to supplement the rich learning environment and to serve as mentors for program students. Additionally, senior and community volunteers will be recruited through coordination with various civic organizations located within the community.

Consistent, meaningful, and well-aligned professional learning opportunities are valued by the Carrollton City School system and its current 21st CCLC programs. BRIDGE program staff will be expected to attend periodic professional learning opportunities offered by the program's Site Coordinator and the Program Director. Professional learning will be designed to support all aspects of the program and the school improvement plan. Student safety, literacy, and relationships will be emphasized throughout, while specific program needs will also be identified and addressed.

(Word count is 1087)

Is the program director known at this time? ☒ Yes ☐ No

If so upload their résumé.

Download résumé for the program director

Download résumé: [Carrollt_resume_130_204487.pdf](#)

Partners Table

Program Name: BRIDGE

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Carrollton City Schools	LEA	Facilities	\$12,000.00	Facilities and operations.
Carrollton City Schools Nutrition	LEA	Nutrition	\$4,000.00	Snacks for school year program. Breakfast and lunch for summer program.

E. Advisory Council and Operating Partnerships (5 Points)

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

In addition to the narrative, applicants must provide a description, through a signed Memorandum of Agreement (MOA) of the partnerships that have been developed between/among an LEA, a community-based organization, and/or another public or private organization. Each identified partner, LEA, and school(s) served must sign its own MOA. For example, an LEA must submit a signed MOA between itself and the school(s) served.

A 21st CCLC Advisory Council was originally formed in 2009 in preparation for the district's first 21st CCLC grant application. Additionally, active Advisory Councils are in place for the district's three current 21st CCLC programs. Development of an Advisory Council for the BRIDGE program will be a simple task as key stakeholders have recently been identified. The council will be composed of 10 to 15 members, including two school administrators, two teachers, two community members, two parents, two students, and the Carrollton High School College and Career Center Specialist. District representatives, such as the Director of Student Support, Student Support Coordinator, and Social Worker/Families In Transition Coordinator will also contribute to the council.

At minimum, the BRIDGE Advisory Council will meet once each semester to review the program's progress towards meeting its goals, celebrate student growth, identify challenges, and develop plans for improvement as appropriate. The program's Sustainability Plan will also be reviewed and updated, when necessary. Additional meetings may be scheduled if the program is not meeting its goals or attendance expectations.

The Carrollton City School system has established a series of partnerships with the 21st CCLC BRIDGE Program. The system will be a direct partner, in addition to the system's Nutrition department. Carrollton City Schools' Nutrition will provide snacks to all students during the afterschool program. Breakfast and lunch will be provided to all students during the summer program. Carrollton High School will also serve as a partner in providing the necessary utilities and facilities for the program to operate safely and successfully. A MOA has been attached for each formal partnership.

As the program evolves, additional partnerships will be established with a variety of local institutions, non-profit organizations, and community committees. PASS: Partners Advancing Student Success, University of West Georgia, West Georgia Technical College, Chamber Workforce Development Committee, and many others are consistent supporters of all Carrollton City School students.

(Word count is 316)

Download a signed Memorandum of Agreement for each partner, as well as for each school and school system to be served.

Carrollton City Schools

MOA: [Carrollton City Schools_moa_130_207.pdf](#)

Carrollton City Schools Nutrition

MOA: [Carrollton City Schools Nutrition_moa_130_208.pdf](#)

Carrollton High School

MOA: [Carrollton High School_moa_130_140.pdf](#)

Program Name: BRIDGE

F. Collaboration and Communication (6 Points)

The applicant is required to disseminate information about the program to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The

narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.

Separately, applicants must also specifically describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Georgia standards-based test results, short cycle assessment results, surveys, Individualized Education Plans). Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

A variety of methods and platforms will be used to disseminate information regarding the 21st CCLC BRIDGE program. With the support of the 21st CCLC Program Director, the BRIDGE Site Coordinator will be responsible for initiating and disseminating all information. Translators will be used to ensure that information is also presented in Spanish. Details regarding communication with each stakeholder are listed below.

BRIDGE Site Coordinator and Data Coordinator Communication

Communication between the 21st CCLC Program Director, BRIDGE Site Coordinator, and Data Coordinator will take place frequently. The Program Director will be accessible via phone and email for all program needs on a daily basis. Additional correspondence will be initiated to the Site Coordinator and Data Coordinator during periods of planning, evaluation, monitoring, and other required program submissions. All Carrollton City Schools' 21st CCLC Site Coordinators and Data Coordinators will meet monthly with the Program Director. During these meetings, needs will be addressed, the budget will be reviewed, and planning for innovative improvements will be discussed. The Program Director will also visit the BRIDGE program frequently to ensure that all BRIDGE staff and students are adequately supported.

BRIDGE Program Staff Communication

Communication with BRIDGE Program Staff will take place daily. As each staff member signs-in for the day, the Site Coordinator will ensure that he/she is aware of daily considerations and that he/she has the materials necessary to facilitate all assigned duties. Additionally, in an effort to prepare all BRIDGE staff from week-to-week, email communication will take place—at minimum—each Monday. Weekly emails will contain an overview of the schedule and details regarding any special events (field trips, guest speakers, safety drills, testing preparations, etc.). Periodic staff meetings will also be scheduled for more formal communication and professional development.

School Communication

In an effort to ensure that the most well-rounded services are being provided to BRIDGE students, keeping the faculty, staff, and administrators of Carrollton High School informed is imperative. As outlined later in this section, ongoing communication with school representatives is also necessary for successful collaboration. BRIDGE program details, updates, and needs will be shared consistently through email, faculty meetings, department meetings, and leadership team meetings. Formative and summative program evaluations will also be shared throughout the year with school administrators.

Student Communication

The majority of communication with students will take place during their daily program attendance; however, additional information will be communicated through their student emails and Infinite Campus messenger. These are the primary and recommended forms of student communication by Carrollton City Schools. BRIDGE program students will also have access to monthly newsletters shared by the program.

Parent Communication

Keeping parents informed, involved, and engaged is necessary to the success of the 21st CCLC BRIDGE program. For this reason, an emphasis will be placed on consistent and accessible parent communication. Ongoing communication will take place through phone calls, emails, progress reports, and monthly newsletters. Infinite Campus messenger will also be used. As mentioned in the Recruitment and Retention section of this application, parents will be contacted when there are attendance concerns. Positive contacts to parents will also be made to celebrate student successes and promote retention.

Community Communication

The Carrollton City Schools' 21st CCLC webpage will contain historical and current information regarding the BRIDGE program. An overview of the program—including the grant application—will

be made available, in addition to the formative and summative evaluation reports. Carrollton City Schools' social media platforms will also be utilized to share program updates, successes, and relevant events.

In addition to consistent communication, meaningful collaboration among a variety of stakeholders will be necessary for the success and the progression of the 21st CCLC BRIDGE program. Details regarding collaboration among stakeholders are outlined below.

School and 21st CCLC Program Collaboration

21st CCLC BRIDGE program staff will regularly communicate and collaborate with school day teachers, counselors, and administrators to ensure alignment with student expectations and required student support. The 21st CCLC Program Director, BRIDGE Site Coordinator, and Data Coordinator will have access to all necessary and vital student data needed (including academic, attendance, and behavioral data) to measure progress toward program goals.

Parent Collaboration

As mentioned previously, keeping parents informed, involved, and engaged is critical to the success of the 21st CCLC BRIDGE program and its students. For this reason, multiple opportunities must be established for collaboration between the program and parents. Opportunities to collaborate will include phone conferences to discuss behavior, attendance, and academics. Parent engagement opportunities and parent information nights will also be offered periodically. Data collected from parent surveys will be invaluable to determining ongoing needs for BRIDGE program students and their families.

Community Collaboration

The majority of community collaboration will take place in the form of partnerships, field trips, community service projects, volunteers, and the 21st CCLC BRIDGE Program's Advisory Council. Keeping the community involved and informed is a priority for all of Carrollton City Schools' 21st CCLC programs.

(Word count is 832)

Program Name: BRIDGE

G. Student Safety and Transportation (6 Points)

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

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

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

The BRIDGE program will follow the safety and emergency protocol established by the Carrollton City School system and the district's current 21st CCLC programs. The BRIDGE site coordinator and 21st CCLC program director will collaborate with school administrators to ensure that the safety plan and emergency protocol are consistently reviewed—and updated as needed—prior to the start of the program. All BRIDGE program staff will receive annual training and a handbook outlining safety practices and emergency expectations. Additionally, a series of safety drills (fire, intruder, and severe weather) will take place each semester.

Carrollton High School facilities will be used for the BRIDGE program. This will allow the program

to offer a predictable, safe, and well-maintained environment for students in attendance. A series of classrooms will be designated for program use. The location and number of classrooms can be adjusted—as needed—to accommodate changes in enrollment. All Carrollton City School facilities are inspected regularly to ensure that each space is free of fire hazards and that safety standards are being met. Additionally, all facilities meet ADA Accessibility Standards and can easily accommodate all students.

Student attendance will be tracked closely on a daily basis. Students leaving prior to dismissal will be required to checkout through the designated office area. Written parent permission will be required for students to leave early. Anyone arriving to checkout a student must present proper identification and be listed on the student's allowable checkout list (completed during registration). A checkout log, including the date, time, and signature of the individual checking out the student will be maintained on a daily basis.

The Carrollton City Schools' Transportation department currently partners with the district's 21st CCLC programs to provide bus transportation for 21st CCLC program students. BRIDGE students will also have access to this bus transportation. During the school year, transportation will be provided home for 21st CCLC students that live within the city limits. During the summer, transportation will be provided to and from the program for 21st CCLC students that live within the city limits. In order to take advantage of transportation, parents must complete a bus transportation form (including emergency contact information) during the registration process. Confirmation of completion of the bus registration process will be required by the CCS Transportation department before transporting any student. Students should not be on the bus more than one hour between their pick-up and drop-off location. Each bus has video cameras and drivers have direct communication devices at all times. Handicapped accessible buses will be available as needed and bus drills will be scheduled each semester.

In an effort to support BRIDGE staff and students, an administrator will be on campus for the duration of the program and will assist the site coordinator until Transportation has confirmed that all students have been successfully dropped off at their designated locations. Additionally, careful consideration will be given regarding students with chronic medical conditions to ensure that proper support is available during program attendance and field trips.

(Word count is 501)

Program Name: BRIDGE

H. Sustainability Plan (6 Points)

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

Carrollton City Schools has a history of being awarded 21st CCLC grants. By continuously demonstrating success in improving the achievement of participating students, each 21st Century program has become invaluable to the school system and community. The Carrollton City School Board is student focused and data driven and has agreed to sustain each of the district's 21st CCLC programs by ensuring that program needs and student needs are continuously met. The BRIDGE program will be fortunate to receive the same support and secured sustainability.

In addition to the support from the local school board, effective partnerships are also critical to the sustainability of each of the district's 21st CCLC programs. Partnerships within the community allow for more efficient and innovative use of local resources. Additionally, collaboration among diverse partners strengthens the variety of services that can be provided to our students and their families. Carrollton City Schools' 21st CCLC programs have been successful in securing multiple partners who have agreed to provide their expertise, resources, and/or financial support toward making each program a success. We strongly believe that offering successful quality programs with positive evaluations and outcomes will enhance the chances of consistently securing in-kind support from the community.

To ensure the most effective use of resources, federal, state, and local programs will be combined and/or coordinated with the 21st CCLC programs. The 21st CCLC Program Director will be responsible for ensuring that coordination occurs with the Director of Student Services and district financial personnel to ensure that the 21st CCLC funds will be used only to supplement the level of federal, state, local, and non-federal funds and not to replace funds that would have been available to

conduct activities if 21st CCLC funds had not been available. State and federal funding has been negatively impacted due to the economic crisis; however, as the economic climate improves and state funding is restored, we believe that additional federal and local funds will be allocated to continue and to maintain these valued programs. In addition, the Carrollton City Schools and our partners will aggressively seek additional competitive grants, identify and cultivate new business partners, and continue to pursue alternative funding through local, state, and federal grants to support this project.

An emphasis will be placed on consistently strengthening the instructional components of the BRIDGE 21st CCLC program. Hiring the most experienced, certified teachers in addition to highly qualified support staff, will be a priority. Innovative instructional technology like i-Ready and Teacher Toolbox will be utilized to differentiate, customize, and elevate instructional strategies. This technology will also allow the program to better support and align with school day instruction, while tracking individual student progress.

(Word count is 445)

Program Name: BRIDGE

IV. Evaluation (10 Total Points)

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

The narrative must include a description of the qualifications of the evaluator. Please note it is not necessary or expected that the applicant know the identity of the evaluator at this time, however, the applicant must address the qualifications it will seek in an evaluator. The applicant must continue by providing a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments. The plan must be based on established performance measures previously identified in the *Goals, Objectives, Activities, and Timeframe* table. In addition, the evaluation plan should address the requirements detailed in the *GaDOE's expected reporting outcomes* section of this RFP. Importantly, the plan must address how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress. Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

The External Evaluator for the 21st CCLC BRIDGE program will be a highly qualified individual (or team of individuals) responsible for conducting quarterly evaluations of the program. The External Evaluator will have extensive experience in research and program evaluation for both state and federally funded educational grants. Their main responsibility will be to assess the program's progress towards meeting its measurable objectives through quarterly site visits and accompanying analysis reports.

Throughout the school year, three formative evaluations will be completed by the External Evaluator, in addition to a culminating summative evaluation. For each, the External Evaluator will provide guidelines for the type of data to be collected and the required artifacts. With the support of the 21st CCLC Program Director, the BRIDGE program's Data Coordinator and Site Coordinator will work to ensure that all data and artifacts are provided in advance of each evaluation. The data collected will be both quantitative and qualitative. It will include student grades, discipline data, attendance records, parent surveys, teacher surveys, student surveys, and—when available—Georgia Milestone Assessment scores. The External Evaluator will receive data as it is collected, conduct analysis, and collaborate with the program team to ensure progression and success.

Data collected will be used to improve and strengthen the program and/or to further refine performance measures. Written by the External Evaluator, a follow-up report of findings will be provided to the Program Director, Site Coordinator, School Administrators, and district leaders. Additionally, all reports will be published on the Carrollton City Schools' 21st CCLC webpage and shared—as required—with the GaDOE's 21st CCLC program specialists.

The External Evaluator will be contracted annually and will have no vested interest in the BRIDGE

program. A request for proposals will be posted to the Carrollton City Schools' 21st CCLC webpage in order to select the most qualified candidate.

(Word count is 308)

21st CCLC Competitive Priority Worksheet FY23

EACH applicant MUST complete the Competitive Priority Worksheet FY23, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

Fiscal Agent's Name: Carrollton City Schools

[Co-Applicant Guidance](#)

[School Designations](#)

[List of Counties Eligible for Priority 4](#)

☐ No Priority Claimed (0 points)

Competitive Priority Points will be assigned only after an applicant has received the minimum absolute score of 240.

☐ Priority 1: Proposal was submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to the FY23 RFP for more information regarding this criterion. (Maximum of 5 points)

☐ Priority 2: Program is proposing to serve participants that attend schools that have been designated as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). (Maximum 10 points). Please refer to the links to find [CSI](#) or [TSI](#) identified schools.

☒ Priority 3: Program is proposing to serve students in grades 9, 10, 11, and 12. (Maximum of 5 points)

☐ Priority 4: Program is proposing to serve participants in a county that is currently not receiving 21st CCLC funding in FY22. Please see Supplemental Form C for list of counties eligible for priority. (Maximum of 5 points)

☒ Priority 5: Program is proposing to operate a summer program, during each year of the award, for a total number of 60 hours for a minimum period of three consecutive weeks during each summer recess. (Maximum of 5 points)

21st Century Community Learning Centers ("CCLC")

Specific Program Assurances for Subgrantees

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

Official Entity Name for Fiscal Agent/Subgrant Award Recipient: Carrollton City Schools

Program Name:

BRIDGE

Funding Amount

\$159,352.00

Number	Initial Each Box Below	Assurances
1	<input type="text" value="MA"/>	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	<input type="text" value="MA"/>	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	<input type="text" value="MA"/>	Subgrantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
4	<input type="text" value="MA"/>	The Subgrantee certifies that the community was given timely notice of its intent to submit its application(s) and that the application(s) and any

		waiver request(s) were available for public review and comment after submission.
5	MA	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	MA	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	MA	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
9	MA	The 21st CCLC program will take place in a safe and easily accessible facility. It is the responsibility of the Subgrantee to ensure that it meets all requirements, including but not limited to, child-care licensing, occupancy, fire, water, and transportation of students.
10	MA	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	MA	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
12	MA	<p>Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding:</p> <ul style="list-style-type: none"> • Attendance at orientation, training, and other required meetings • Proposed weekly number of hours of operations (minimum of 12 hours/week) • Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence • Sound fiscal management including following reimbursement process requirements of the grant
13	MA	Prior to any material change affecting the purpose, administration, organization, budget, or operation of the 21st CCLC Program, the Subgrantee agrees to submit an appropriately amended application to GaDOE for approval.
14	MA	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
15	MA	The activities and services described in the application shall be administered by or under the supervision and control of the Subgrantee. The Subgrantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
16	MA	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
17	MA	The Subgrantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
18	MA	Funds shall be used only for financial obligations incurred during the grant period.
19	MA	The Subgrantee will submit its annual budget within 30 days of the grant award.
20	MA	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
21	MA	The Subgrantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 2, Subpart F, "Audit Requirements".
22	MA	The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients

		responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
23	MA	The Subgrantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
24	MA	The Subgrantee will submit reports to GaDOE and to the U.S. Department of Education as may reasonably be required. The Subgrantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
25	MA	The Subgrantee will submit an annual summative evaluation report no later than June 30. If applicable, the Subgrantee will submit its summer session summative evaluation report no later than September 30.
26	MA	The Subgrantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Subgrantee related to the Subgrantee's charges and performance under the 21st CCLC subgrant.
27	MA	The Subgrantee understands that the control of 21st CCLC grant funds and title to property acquired with 21st CCLC grant funds will be in a public agency or in a nonprofit entity, institution, organization, or Indian tribe, if the law authorizing the 21st CCLC program provides for assistance to those entities; and the public agency, nonprofit entity, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
28	MA	The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the 21st CCLC grant funds must be managed in accordance with 2 C.F.R. § 200.310-316.
29	MA	The Subgrantee will submit proof of its Fidelity and Liability Insurance Policy and proof of minimum liability transportation insurance to the Georgia Department of Education within 60 days of the grant award. (Does not apply to school districts)
30	MA	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
31	MA	All required documentation (e.g., reimbursement requests, attendance data, student grades, test scores, etc.) will be entered and updated in a timely manner as stipulated by GaDOE.
32	MA	The Subgrantee certifies that state and national criminal background checks will be conducted annually for any and all individuals acting on behalf of the Subgrantee including: regular volunteers, employees, contractors, relatives, etc. prior to their employment, whether or not they have direct contact with students. In addition, the Subgrantee agrees to develop and utilize written policies on how the criminal background check results will be used in hiring and volunteer practices.
33	MA	The Subgrantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
34	MA	The Subgrantee understands that 21st CCLC grant funds will not be used for lobbying the executive or legislative branches of the Federal government in connection with contracts, grants, or loans and will report payments made with unappropriated funds for lobbying purposes.
35	MA	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
36	MA	Subgrantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which

		prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
37	MA	In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Subgrantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.
38	MA	The Subgrantee will establish and communicate to all students, parents, and staff its procedure whereby anyone suspecting fraud, waste, or abuse involving 21st CCLC funds shall call or write the appropriate authorities.
39	MA	The 21st CCLC grant has been accepted adapted by the local Board of Education (LEAs) or local Board of Directors (CBOs/Non-LEAs).

My electronic signature below certifies that I am the authorized signatory for the Fiscal Agent and official Subgrantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Signature of Fiscal Agency Head (required) Certified by Electronic Signature

Typed Name of Fiscal Agency Head (required) Dr. Mark Albertus
Typed Position Title of Fiscal Agency Head (required) Superintendent
Date (required) 01/24/2022 at 15:01:17

Georgia Department of Education
Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can

have an economic or other impact on the interests of a regulated or affected organization.

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two-year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, half-sister, spouse of an in-law, or a member of his/her household.
- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. Remedies for Nondisclosure

The following are possible remedies available to the GaDOE should an Applicant

misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**

The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period (**APPLICANT MUST CHECK AT LEAST ONE BOX BELOW**):

☐ A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

☒ No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. Disclosure of Conflict of Interest after Agreement Execution

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III. Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

Signature of Fiscal Agency Head (required) Certified by Electronic Signature

Typed Name of Fiscal Agency Head (required)	<u>Dr. Mark Albertus</u>
Typed Position Title of Fiscal Agency Head (required)	Superintendent
Date (required)	01/24/2022 at 15:01:17