



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: Cobb County School District

Has this fiscal agent received 21st CCLC grant funds before? Yes [checked] No []

If yes, please provide the year of initial funding: 2009

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

Form with three radio button options: Local Educational Agency, Non- Local Educational Agency, Institution of Higher Education

Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 100

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:

2024-2025: \$213,686.00 2025-2026 \$213,682.00 2026-2027: \$213,682.00
2027-2028: \$192,310.00 2028-2029: \$170,942.00

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: Ehsan Kattoula
Position/Title of Fiscal Agent's Contact Person: Assistant Superintendent
Address: 514 Glover Street
City: Marietta Zip: 30060
Telephone: 770-426-3453 Fax:678-594-8559
E-mail: ehsan.kattoula@cobbk12.org

Certified by electronic signature by Chris Ragsdale
Signature of Fiscal Agency Head (required)

Chris Ragsdale
Typed Name of Fiscal Agency Head (required)

Superintendent
Typed Position Title of Fiscal Agency Head (required)

01/30/2024 at 15:22:44
Date (required)

Program Name: 21st Century World Changers

Program Abstract

Austell Elementary School was notified of the FY 2025 21st Century Community Learning Center Request for Proposals by the Cobb County School District Accountability and Research Department. The public was notified of our intent to apply via our school social media page, parent communication newsletter, and staff meetings. An advisory council was formed and comprised of the school administration, teacher representatives, students, and representatives from community-based and professional organizations. The advisory council met to review school data and the school's needs assessment. Special efforts were made to form potential partnerships with STEM (science, technology, engineering, and math) and community-based organizations in the Cobb County and metro-Atlanta areas if funded. The community will be notified of the application document availability via social media, the school website (www.cobbk12.org/Austell), and the school parent communication system.

Data from the 2023 CCRPI (College and Career Readiness Performance Index), Georgia Milestones assessments, and district Reading and Math Inventories demonstrate discrepancies in academic achievement among student subgroups. The percentage of students at Austell qualifying for free or reduced lunch is 90.41%, qualifying the school for Title I funds. Due to academic needs, support service gaps, and pockets of poverty identified in the needs assessment, a proposed 21st Century World Changers Tutoring Enrichment Program will be developed and expanded to provide an afterschool and summer program with extended academic instruction and enrichment serving 100 of the most at-risk kindergarten through fifth-grade students. This targeted population of students will allow Austell Elementary to maintain a low teacher-student ratio to provide high-impact tutoring and individualized support, while offering an additional array of student and family enrichment and support services. The 21st Century World Changers program will deliver instruction and enrichment that is separate from but will complement the traditional school curriculum through high-impact instructional approaches in reading and math, infused with STEM, cultural, and physical development activities. Research-based professional learning opportunities for faculty and staff, as well as engaging and informative family workshops and events, will yield a well-rounded program experience whereby students can thrive and become inspired to create change in our world. Expected outcomes include: (1) Increased academic achievement in reading language arts and math for underperforming students; (2) Exposure to a variety of youth development activities and services that promote study skills, Growth Mindset, STEM education, physical development, and cultural awareness; and (3) Building the capacity of parents to support their children at home academically, socially, and emotionally. These outcomes will be accomplished through the following components:

-Targeted small group instruction and high-impact tutoring to students in kindergarten through 5th grades in reading/English Language Arts and mathematics tailored to student academic needs

-Homework support and study skills in reading/English Language Arts and mathematics to promote student success in school

-A daily enrichment schedule including STEM, physical development, and cultural awareness to expose students to a host of special interest activities

-Partnership with the American Institute of Aeronautics and Aviation to foster real-world application of science, technology, engineering, and math

-Partnership with Love Bridge Church to provide volunteers who will provide mentorship to at-risk students

-Staff professional learning in the areas of literacy, math, and innovative teaching methods that integrate S.T.E.M.

-Providing family engagement opportunities and parent workshops in literacy, math, and social-emotional development where adults can collaborate and discuss important topics as they relate to the academic and social well-being of their children.

(Word count is 558)

Program Name: 21st Century World Changers

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.

To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps, but ensure coordination between existing programs and services proposed through the RFP. To ensure the most effective use of public resources, the applicant must demonstrate how the proposed program will coordinate federal, state, and local programs. The applicant states how the applicant will coordinate federal, state, and local programs and make the most effective use of funds. However, 21st CCLC funds must be used only to supplement federal, state, local and other non-federal resources and not to replace those that would have been available in the absence of 21st CCLC funds.

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.

Austell Elementary notified the public of its intent to apply for a Nita M. Lowey 21st Century Community Learning Center grant after the release of the Fiscal Year 24 Request for Proposal by the Georgia Department of Education. The school leadership team began collecting data from standardized test scores, school demographics, stakeholder surveys, and the 2020 Census for the City of Austell. Private schools within the geographic boundaries of Austell Elementary were invited to collaborate with the school on the planning of the grant. No schools responded to the invitation. The first advisory council meeting for the grant proposal was held on Wednesday, December 13, 2023. Those in attendance included the school principal, assistant principal, academic coach, guidance counselor, classroom teachers, PTA President, parents, and community and professional organization representatives. Collaboration between those present was held in an open discussion format with members contributing to the discussion and input on the structure and components of a potential after-school tutoring enrichment program at Austell.

A variety of data sources were reviewed to identify the academic and social development needs of our students and the need for an after-school tutoring enrichment program at our school. Those data sources included the school's 2023 College and Career Ready Performance Index, Georgia Milestones scores, Reading and Math Inventory data, and data collected from after-school interest surveys completed by 24 classroom teachers, 118 parents, and 166 students. The 2023 CCRPI data was presented, analyzed, and discussed showing scores below the state average at Austell Elementary. An analysis of the data also showed that the 2023 CCRPI Content Mastery score for Austell was far below the district average, and a significant percentage of students tested in third, fourth, and fifth grades scored below proficient in reading and math. Achievement gaps in reading and math among subgroups and low reading readiness scores were the focus through discussion and analysis of CCRPI components and test scores. Survey results revealed that the implementation of an after-school tutoring enrichment program offering a variety of activities to support the academic, social-emotional, and physical development needs of students at Austell is desirable. Evidence from community data also confirmed the need for the program to reach under-resourced learners and at-risk students by supplying cultural enrichment opportunities, mentoring, and career awareness. The advisory council recommended that the program should target students in grades kindergarten through fifth grades to aid in closing learning gaps from the primary grades to the intermediate grades and support student achievement.

The Advisory Council found that the data supported:

Addressing reading and math achievement gaps in grades kindergarten through 5.

Providing additional hours of high-impact tutoring and small group instruction in an after-school setting to close learning gaps.

Offering a variety of enrichment activities in the areas of science, technology, engineering, and math (STEM), cultural awareness, and physical development to complement the tutoring component of the afterschool setting.

Implementing an extended summer tutoring enrichment program to provide remediation and enrichment and bridge student learning between grade levels.

Providing services which may include transportation, time options, and language translation to parents and families.

(Word count is 501) 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.

Community Overview

The City of Austell is situated in the southern portion of Cobb County, Georgia, approximately 17 miles west of Atlanta. Austell is bounded by the city of Mableton to the east, Powder Springs to the northwest; Smyrna and Marietta to the northeast; Lithia Springs to the southwest; and South Atlanta to the southeast. The 2022 US Census estimates that Austell has a population of 7,896 people with 2,844 households. In Austell, 21.8 % of persons aged 25 years or older hold a bachelor's degree or higher, while 51.5 % of Cobb County residents, age 25 or older hold a bachelor's degree or higher. Though the residents of Austell have obtained higher educational degrees, the percentage of the population with degrees is much lower than in cities in the surrounding area. The median household income of Austell is \$64,071, which is well below the county average of \$94,244. The poverty rate for Austell is 8.3%, slightly above that of Cobb County at 8.0%.

School Contextual Factors

The needs assessment process has identified a variety of school contextual factors and academic achievement learning gaps, which would benefit from a 21st Century Community Learning Center at Austell Elementary. There is a school-wide need for resources that would provide a holistic afterschool program in addressing the academic, social, and emotional needs of students in kindergarten through fifth grades. Our school has an enrollment of 376 students with 90.41% of students receiving free or reduced-priced lunch (Georgia Department of Education, 2024), qualifying the school for Title I funds. Therefore, the vast majority of our student population comes from under-resourced and working-class homes where they are not afforded the opportunities to partake in cultural experiences beyond the confines of the surrounding community, despite living in metro Atlanta. As such, many of our families cannot provide their children with exposure to special interests such as community sports leagues, music lessons, private tutors, and other luxuries that students in more affluent areas of Atlanta are privileged with. Our school transiency rate is 29.7%, as many families in our school move often in search of other housing opportunities. Research shows that chronic student transiency impacts student learning. Additionally, 1.5% of students at our school are without housing.

Students with disabilities account for 15.0% of the student population at Austell and have Individualized Education Plans. Students participating in the Early Intervention Program (EIP) account for 38.9% of the student body, while 5.6% of students participate in gifted services, indicating a significant gap between the percentage of students identified as gifted compared to those identified as needing academic intervention. Additionally, 25.0% of our students are English language learners, which poses a potential barrier to student learning and family-school communication and partnerships. The school profile cited below shows some of the barriers that could potentially hurt our students' academic performance.

Austell Elementary Profile:

Economically Disadvantaged Program Participation: 84.1%

Students with Disabilities: 15.0%

English Language Learners: 25.0%

Early Intervention Program: 38.9%

Gifted: 5.6%

Transient: 29.7%

Homeless: 1.5%

Academic Achievement Gaps

The purpose of this narrative is to cite the various academic achievement gaps identified during the needs assessment planning process. Our desire to request funding for a 21st Century Community Learning Center is driven by the achievement gaps described in the paragraphs below. Four (4) sources of data are discussed to illustrate the academic achievement and support service gaps identified: Austell Elementary 2023 College and Career Readiness Performance Index Report (CCRPI); 2023 Georgia Milestones End-of-Grade Assessment results; and Fall 2023 Reading and Math Inventory data; and school guidance and social work referrals.

2023 College and Career Performance Index Report

According to the 2023 CCRPI report (see CCRPI Report) released by the Georgia Department of Education, Austell Elementary School has an overall content mastery score of 56.8%, falling below Cobb County District's score of 73.2%. Our school scored 43.2 percentage points lower than the highest-performing school in the district. This shows a substantial critical gap in mastery of the core academic content. Student performance on the 2023 Georgia Milestones End of Grade Assessment (EOG) accounts for the content mastery score. The 2023 EOG assessment examined 176 students in grades 3,4, and 5 in the content areas of English/language arts, math, and science.

In English language arts, our third-, fourth-, and fifth-grade students showed content mastery of 57.85% of Georgia standards. There is a need for targeted instruction in English language arts to increase the percentage of students mastering grade-level English language arts standards and the overall content mastery score. Proficiency in English Language Arts is fundamental to success across various academic disciplines and is a cornerstone for effective communication. Scoring below proficiency signals potential gaps in reading comprehension, writing skills, and language proficiency. These deficiencies can hinder students' abilities to engage with complex texts, express themselves articulately in writing, and critically analyze information.

In mathematics, our third-, fourth-, and fifth-grade students showed content mastery of 61.15% of Georgia math standards. Again, there is a need for targeted instruction in math to increase the percentage of students showing content mastery of mathematics standards. A math content mastery score of 61.5 percent indicates a significant shortfall in students' understanding and application of mathematical concepts. This subpar performance can be attributed to various factors that contribute to learning gaps and subsequent underperformance. A score below the desired threshold suggests that a considerable number of students have not grasped fundamental mathematical principles essential for their academic progression.

Our content mastery score for science was 42.43%. This indicates that our fifth graders tested below proficient on the science portion of the EOG Milestones. Proficiency in science is crucial for fostering critical thinking skills, scientific literacy, and a foundational understanding of the world. Falling below the proficient level suggests that students may not have adequately grasped fundamental scientific concepts and inquiry skills. This deficiency can create a domino effect, as science knowledge often intersects with other subjects and influences a student's ability to comprehend interdisciplinary topics.

2023 Georgia Milestones End-of-Grade Assessment

On the Spring 2023 EOG Georgia Milestones administration, only 32.3% of third graders scored proficient or higher on the English Language Arts assessment. In fifth grade, only 39.7% of our students scored proficient or higher. Our fourth graders had the lowest percentage of students scoring proficient on the English Language Arts assessment at only 16.1%. Additionally, fourth-grade students had the highest percentage of students reading below grade level reading status at 51.8%. This indicates that nearly two-thirds or more of students in each of these grade levels are below proficient in English language arts and reading.

Remediation is needed in all grade levels across the following categories: reading and vocabulary; key ideas and details; craft and structure/integration of knowledge and ideas; vocabulary acquisition and use; reading literary text and informational text. In math, over 70% of students in each grade level (3,4, and 5) scored below Proficient. This data supports the need for targeted intervention across all domains of math including operations and algebraic thinking; number and operations in base 10; measurement and data; geometry; and fractions in grades 4 and 5. (Please note the uploaded document for Achievement Data)

Fall 2023 Scholastic Reading and Math Inventories

Cobb County students take the Scholastic Reading Inventory (RI) and Math Inventory (MI) three times per year: fall, winter, and spring. Kindergarten, first, and second-grade students take the Foundational Reading Assessment component of the Reading Inventory. The assessment measures

phonological awareness, letter-word identification, and word attack skills. In Kindergarten nearly 76% of students tested scored below the grade level fluency. In first grade, nearly 69% of students tested scored below grade level fluency range, while 66% of students in second grade scored below grade level fluency range (see Achievement Data document). There is a need for intervention to address early literacy and phonics with our primary students so that they will have the foundational reading skills necessary for success in third grade and beyond.

Third, fourth, and fifth graders take the comprehension component of the Reading Inventory. On the Fall 2023 RI administration, nearly 68% of third graders scored below “proficient” in reading. Almost 84% of fourth graders and 60% of fifth graders scored below proficient in reading (see Achievement Data document). All Kindergarten through fifth-grade students take the Scholastic Math Inventory. On the Fall 2023 MI administration, 83% of students schoolwide scored below proficient in math out of 322 students tested. The percentage of students scoring below proficient in both reading and math provides more evidence that our students need additional intervention and support in both areas.

Family Support Service Gaps

As referenced in the community overview above, 5.2% of persons residing in the City of Austell live below the poverty level. However, 2020 Census estimates reveal that 10.3% of youth ages 5-17 are living below the poverty level. Therefore, pockets of poverty exist within the attendance area that our school serves. Currently, our school does not serve any migrant students. A survey distributed to Austell parents indicated that out of 118 responses, 81.3% of parents indicated that they would like to see an after-school tutoring enrichment program at Austell, as there are currently no after-school tutoring services available.

The needs of students identified as homeless, foster, neglected, and or/migrant are met by our school social worker and the Homeless Liaison at the district level. Our school social worker and guidance counselor work to provide resources to under-resourced students and their families to ensure a successful education experience. Austell Elementary has experienced significant demand for social services during the first half of the 2023-24 school year, with a notable 531 social worker referrals. Among these, 44 consultations with community agencies were made, along with 21 direct referrals to community agencies and 61 economic aid referrals. This surge in social service needs has a direct impact on student achievement, as students facing socio-economic challenges often struggle academically. The complexity of these issues necessitates a comprehensive and integrated approach to support student well-being. A 21st Century Community Learning Center is urgently needed to bridge the gap between academic success and social services, providing a holistic environment where students can thrive. By addressing the socio-economic factors affecting students, the center aims to create a more conducive learning atmosphere, fostering an environment where students can focus on their studies without the burdens of unmet social and economic needs.

(Word count is 1640) 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.

The focus of the proposed 21st Century World Changers After-School Tutoring Enrichment Program is to serve as an additional intervention and support in addressing the critical learning and service gaps in reading, English language arts, and math as identified in the needs assessment process. Based on the results of the needs assessment process and research-based strategies in reading and math, the focus of the program will be to meet the ongoing academic and social needs of the students. The program will help Austell Elementary School support and grow evidence-based local innovations and advance student achievement as outlined in the Every Student Succeeds Act (ESSA). It will serve our most disadvantaged and high-needs students and provide academic support to master high academic standards that will prepare them for college and career.

The 21st Century World Changers After School Program will serve 100 students in kindergarten through fifth grade. The program will provide students with a structured, nurturing after-school environment where highly qualified staff provide individualized tutoring and small group instruction in reading and mathematics. Additionally, a variety of high-interest enrichment opportunities will be provided that complement the academic focus and address the social-emotional needs of students. Enrichment opportunities will be grounded in thematic and project-based learning, where students engage in experiences that promote cultural awareness (arts, music, dance, world civilization

studies); science, technology engineering, and math (STEM); and physical development. The goal of the program is to develop students into well-rounded learners who are prepared to become productive global citizens in an ever-changing world.

Certified teachers will serve students in classes with a ratio of no more than 10:1 and the program will target 100 students in kindergarten through fifth grades. Teachers will work collaboratively to strategically plan small group lessons in reading and math that provide targeted instruction to students. Special consideration will be given to students referred to participate in the program based on low academic performance and teacher recommendations. Teachers will use student Lexile (reading) and Quantile (math) data from the Reading and Math Inventories to differentiate and plan instruction for students to help students make growth in reading and math by the end of the year. An extended learning opportunity will be provided in June for three weeks to provide students with additional learning experiences, close learning gaps, and corrective skills needed for student success in the coming school year. The 21st Century World Changers program will augment the instructional program at Austell by:

- providing targeted small group intensive instruction and tutoring to students in reading and math

- adding 12 hours of instruction per week to the school day for enrolled students

- infusing STEM (science, technology, engineering, and mathematics) into the curriculum through literacy, hands-on activities, and problem-based learning

- offering enrichment opportunities in the arts, science, and physical education, including but not limited to dance, drama, aeronautics, astronautics, robotics, photography, gardening, soccer, and tennis.

- increasing student attendance while decreasing chronic student truancy

- building the capacity of teachers to use effective practices in literacy, mathematics instruction and S.T.E.M teaching practices to maximize student growth

- building the capacity of parents to support their children academically and emotionally at home by providing practical and relevant training and resources in reading, math, and social-emotional development for children

- promoting 21st Century Learning Skills (collaboration, communication, creativity, critical thinking, citizenship, and growth mindset) to build self-efficacy and leadership skills in students otherwise considered underserved

The identified specific needs and program focus mentioned above demonstrate a clear and concise rationale as to why the 21st Century World Changers program is necessary to Austell Elementary and our targeted student population. The program will supplement the goals of our Title I School Improvement Plan in reading and math and will address the needs cited from data sources including state standardized assessments, local district assessments, report cards, and surveys from parents, teachers, and students.

To increase program participation, transportation will be provided using Cobb County School District buses and bus drivers. Monthly incentives for attendance will encourage our students to attend the 21st Century World Changers program consistently. A partnership with the local American Institute of Aeronautics and Astronautics (AIAA) will augment our STEM focus while providing students with opportunities to explore the study of aerospace engineering and exposing them to careers in aerospace sciences. A partnership with Love Bridge Church of Austell will be developed and maintained to provide mentors to students identified as high-risk to help them develop self-esteem, improved behavior, and better attitudes about school.

(Word count is 740) If the word count exceeds 9,000, please upload any remaining narrative for Question C. Program Focus below.

[Download a copy of the Chart, Graph or Continuation of the narrative Question B Specific Needs: 21st Century World Changersneeds_chartb329.pdf](#)

FY 25 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: Cobb County School District

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).

Schools Served Chart (2024-2025)

Program Name: 21st Century World Changers

[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
Austell Elementary School	Cobb	N/A	PK-5	376	<input checked="" type="radio"/> Yes <input type="radio"/> No	90.4 %	100

FUNDING REQUEST WORKSHEET

Program Name: 21st Century World Changers

Site Name: Austell Elementary 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 <u>WEEK</u> the program will operate the indicated component	Number of WEEKS per <u>YEAR</u> 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	85	15	12.00	31.00	\$5.05	\$6.30	\$194,835.00
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	85	15	12.00	3.00	\$5.05	\$6.30	\$18,855.00
Calculated Total							\$213,690.00

FUNDING REQUEST SUMMARY

Program Name: 21st Century World Changers

Site	Calculated Total*
Austell Elementary School	\$213,690.00
Calculated total of all sites	\$213,690.00
Total allowable budget for this application	\$213,690.00

Program Name: 21st Century World Changers

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 RFP;
- 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 and IHE Applicants Only

In addition to the above narrative and budget information, 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, (Appendix A) 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 and IHE applicants currently operating a 21st CCLC program in FY24 are not required to include the financial audit and financial statements with their RFPs.

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, upload 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 submit subsequent evidence to GaDOE, and maintain throughout the duration of the grant the following:

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

CBO/Non-LEA applicants must also complete and submit the Non-Profit or For-Profit Organization Financial Management Questionnaire. This form assists the GaDOE in determining whether a non-profit organization is financially capable of administering a grant and performing services. Please upload the Non-Profit Organization Financial Management Questionnaire.

The items listed in the budget support the program's goals because all listed items are necessary for the implementation of an academic-focused program that provides tutoring and targeted small-group instruction in reading and mathematics. All items listed in the budget support the goals of the program in 1) Increasing academic achievement in reading/language arts and math; 2) Providing students with a variety of youth development activities and services that promote study skills, Growth Mindset, STEM Education, physical development, cultural awareness.; and 3) building the capacity of parents to support their children at home academically, socially, and emotionally. The goals of the program are in line with the Georgia Standards of Excellence. Additionally, items in the budget support the implementation of Georgia's Afterschool & Youth Development Quality Standards (ASYD). All costs within the budget are reasonable and necessary based on the provided Funding Request Worksheet (Appendix A), Procurement and Bid lists from Cobb County School District.

Salaries for instruction include ten certified teachers and three enrichment instructors who will provide instruction in reading, mathematics, and enrichment to students in small class sizes accounting for 67.63% of requested funds. Certified teachers will be essential to the program's teaching focus as they have the trained experience, pedagogical skills, and content knowledge needed to serve the targeted population of students. A Program Director and Site Director are allotted in the budget for the administrative and operational duties needed to run the program effectively. A Bookkeeper position will be allotted to maintain all financial transactions and records according to the Local School Accounting and Procedures Manual and the District Administrative Rules. All staff positions and salaries listed in the budget are reasonable and necessary to the scope of the project and its anticipated outcomes since the program seeks to target 100 students in kindergarten through fifth grades. Moreover, the teaching staff positions allotted in the budget are necessary to maintain the maximum teacher-student ratios as outlined in the grant requirements by GADOE (1 teacher to every 10 students in academic classes, and 1 teacher to every 15 students in enrichment classes).

Cobb County School District (CCSD) Financial Services office will provide appropriate personnel who will assist with budget implementation and a Certified Public Accountant to oversee the program's audit in accordance with Generally Accepted Accounting Principles (GAAP). Salaries for personnel are reasonable according to Equal Employment Opportunity Community (EEOC) guidelines and local demographics (see Bureau of Labor Statistics - Metro-Atlanta/Sandy Springs). The Program Director will be able to hire quality staff because the CCSD Human Resources department provides job descriptions and salaries that meet EEOC guidelines. CCSD HR department will oversee all onboarding and processing of staff considered for employment in the 21st CCLC program.

In addition to personnel salaries, teacher and student supplies for general classroom instruction and enrichment (STEM, cultural arts, and physical development) are allocated in the budget. Instructional resources and enrichment materials will be purchased to support reading/language arts, mathematics, STEM instruction, foreign language teaching resources, cultural arts and crafts, and physical development equipment (tennis, soccer, golf, etc.). These items will be labeled for use only by the 21st CCLC program for after-school and summer use. All instructional materials purchased will be vetted and aligned with Georgia Standards of Excellence and the Georgia ASYD Quality standards in supporting well-rounded and developmentally appropriate programming and activities.

Transportation accounts for 10.44% of the total budget. CCSD buses are needed to transport students whose parents may not be able to retrieve their children by car at the end of the program day. Also, CCSD buses will transport students to and from the school during the program's 3-week summer session. Transportation provided through grant funding is crucial to the program's success so that student lack of transportation does not impede student participation.

Grant funds for the Austell 21st Century World Changers program will supplement, not supplant any other programs using other federal, state, and local funds allotted to Austell Elementary School. The school principal and Program Director will work to make certain that supplanting does not occur and that 21st CCLC funds are only allocated toward the operation of the 21st Century World Changers

program. An inventory of all supplies and resources purchased with 21st CCLC grant funds will be kept and provided to appropriate District Office personnel. Austell Elementary will not use 21st Century funds to supplant other after-school programs or any other programs funded with federal and/or state monies.

Currently, we do not plan to implement a program income system. However, we plan to develop additional partnerships with potential businesses and community organizations over the 5-year funding period to sustain the program in years four and five when funding is reduced. We also plan to seek additional funding sources to maintain the program once the five-year funding period is complete.

(Word count is 792)

WORKING CAPITAL ANALYSIS WORKSHEET
2024-2025

Applicant Name: Cobb County School District

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:	11/20/2023
Cash and cash equivalents*	\$ 427,792,000.00

Calculation of recommended working capital requirement:

Proposed annual budget of the 21st CCLC program	\$ 213,690.00
Number of months of operation (including summer, if applicable)	12
Estimated monthly working capital requirement	\$17,807.50
Necessary working capital for 3 month period	\$53,422.50

Results:

Are cash and cash equivalents greater than needed working capital?	Yes
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FY25 RFP Budget Details For Year 1 (FY25)

Program name: 21st Century World Changers

Fiscal agent name: Cobb County School District

Budget updated on (date): 01/30/2024

					Sum:	\$213,686.00	Maximum Amount Allowed: \$213,690.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2025	2230 / 190	2230	190	1	\$9,545.00	\$9,545.00	1 Program Director, Benjamin Green, @ \$35.35/hr x 3 hrs/day x 90 days = \$9,544.50. Supervises the development and implementation of the after-school program funded by the GaDOE 21st CCLC Grant. Interviews, hires, and supervises program staff. Creates and implements program goals and objectives. Oversees organization and implementation of group events. Oversees program evaluation activities.
2025	2100 / 191	2100	191	1	\$12,362.00	\$12,362.00	1 Site Coordinator - Myra Washington, @ \$30.30/hr x 3 hrs/day x 136 days = \$12,362.40. Assists the Program Director with the day-to-day operations of the after-school program funded by the Georgia Department of Education 21st Century Community Learning Center Grant; maintains and reports student data, carries out student and

							program activities
2025	1000 / 110	1000	110	10	\$9,393.00	\$93,930.00	10 certified, highly qualified teachers @ \$25.25/hr x 3 hrs/day x 124 days = \$93,930. Provides instructional activities related to academic areas for students in the after-school program funded by the 21st Century Community Learning Center Grant (School Year)
2025	1000 / 110	1000	110	10	\$909.00	\$9,090.00	10 certified, highly qualified teachers @ 25.25/hr x 3 hrs/day x 12 days = \$9,090. Provides instructional activities related to an academic area for students in the after-school program funded by the 21st Century Community Learning Center Grant (Summer Program)
2025	1000 / 140	1000	140	3	\$8,184.00	\$24,552.00	3 Enrichment Instructors @ \$22.00/hr x 3 hrs/day x 124 days = \$24,552. Provides enrichment activities for students in the after-school program funded the the GaDOE 21st Century Community Learning Center Grant (School Year)
2025	1000 / 140	1000	140	3	\$792.00	\$2,376.00	3 Enrichment Instructors @ \$22.00/hr x 3 hrs/day x 12 days = \$792.00. Provides enrichment activities for students in the after-school program funded the the GaDOE

							21st CCLC Grant (Summer Program)
2025	2600 / 186	2600	186	1	\$2,550.00	\$2,550.00	Custodian @ \$20.56/hr x 1 hr/day x 124 days = \$2,549.44. Follows schedule for cleaning assigned building area. (School Year)
2025	2600 / 186	2600	186	1	\$247.00	\$247.00	Custodian @ \$20.56/hr x 1 hr/day x 12 days = \$246.72. Follows schedule for cleaning assigned building area. (Summer)
2025	2500 / 142	2500	142	1	\$3,105.00	\$3,105.00	Bookkeeper @ 17.25/hr x 2 hrs/day x 90 days = \$3,105.00. Maintains financial transactions and records for the after-school program funded by the GaDOE 21st CCLC Grant.
2025	2230 / 200	2230	200	1	\$776.00	\$776.00	Fringe Benefits for 1 Program Director @ 8.12% x \$9,544.50 = \$775.13
2025	2100 / 200	2100	200	1	\$1,004.00	\$1,004.00	Fringe Benefits for 1 Site Coordinator Director @ 8.12% x \$12,362.40
2025	1000 / 200	1000	200	1	\$7,628.00	\$7,628.00	Fringe Benefits for 10 certified, highly qualified teachers for regular employment (\$93,930 x 8.12% = \$7,627.12) - School Year
2025	1000 / 200	1000	200	10	\$74.00	\$740.00	Fringe Benefits for 10 certified, highly qualified teachers (\$909.00 @ 8.12% per teacher = \$73.81; (\$9,090.00 x

							8.12% = \$738.11) (Summer)
2025	1000 / 200	1000	200	3	\$665.00	\$1,995.00	Fringe Benefits for 3 enrichment instructors @ 8.12% x \$24,552 = \$1,993.62) (School Year)
2025	1000 / 200	1000	200	3	\$65.00	\$195.00	Fringe Benefits for 3 enrichment instructors \$792.00 @ 8.12% per instructor = \$64.31) (Summer)
2025	2600 / 200	2600	200	1	\$300.00	\$300.00	Fringe Benefits for Custodian @ 11.73% of \$2549.44 = \$299.05 (School Year)
2025	2600 / 200	2600	200	1	\$29.00	\$29.00	Fringe Benefits for Custodian @ 11.73% of \$246.72 = \$28.94 (Summer)
2025	2500 / 200	2500	200	1	\$253.00	\$253.00	Fringe Benefits for 1 Bookkeeper @ 8.12% of \$3,105.00
2025	2700 / 595	2700	595	1	\$20,336.00	\$20,336.00	1 Cobb County School District bus for student transport home from 21st CCLC program during the school year (after-school) @ (2 driver hrs x \$52) + (20 miles x \$3) = 164.00. 124 x \$164 = \$20,336
2025	2700 / 595	2700	595	1	\$1,968.00	\$1,968.00	1 Cobb County School District buses for student transport to and from 21st CCLC program during the summer @ 1 bus x 12 days; \$164 x 2 x 12 = \$1,968.00
2025	2230 / 610	2230	610	1	\$900.00	\$900.00	Office supplies for general administration of program (copying paper, pens, pencils, name tags, binders, dividers, file folders, file crates, staplers, binder clips, envelopes,

							mailing labels, printer ink, etc.)
2025	1000 / 610	1000	610	1	\$3,000.00	\$3,000.00	Estimated cost and list of supplies for enrichment instruction: STEM supplies (Bloxels, Spheros, straws, wooden sticks, balloons, household chemicals); Art supplies (yarn, paint, brushes, crayons, paper, oil pastels, color pencils, plaster, cardstock, drawing paper, mask kits); Sports equipment (tennis balls, rackets, nets, golf clubs, soccer balls, fitness equipment, etc.)
2025	1000 / 610	1000	610	1	\$1,000.00	\$1,000.00	Instructional supplies for teachers (math manipulatives, academic board games, math/reading workbooks, student supply bags, whiteboards, Lakeshore reading centers, Lakeshore math centers, social-emotional books, leveled readers, science supplies)
2025	2100 / 610	2100	610	1	\$275.00	\$275.00	Cleaning supplies for sanitation protocols (disinfectant, sanitary wipes, etc.)
2025	2213 / 116	2213	116	1	\$1,137.00	\$1,137.00	Professional Learning stipends for teachers (Three 1/2 days @1.5 hrs/day (\$113.63 x 10 = \$1,136.25)
2025	2210 / 200	2210	200	10	\$93.00	\$930.00	Fringe Benefits for Professional Learning stipends @ 8.12% x \$1136.25 = \$92.27

2025	2230 / 332	2230	332	22	\$50.00	\$1,100.00	Fingerprinting and criminal background check for 22 employees and volunteers @ \$50.00 each.
2025	2900 / 300	2900	300	1	\$6,200.00	\$6,200.00	1 External Evaluator @ less than 3% of annual award amount for program evaluation purposes
2025	2300 / 880	2300	880	1	\$5,663.00	\$5,663.00	Indirect Cost @ 2.73% of annual award amount of program
2025	2230 / 580	2230	580	1	\$100.00	\$100.00	Program Director travel to meetings (school year)
2025	2230 / 580	2230	580	1	\$100.00	\$100.00	Program Director travel to meetings (Summer)
2025	2100 / 177	2100	177	1	\$300.00	\$300.00	Parent Engagement supplies for Orientation, Winter Showcase, and Spring Showcase and Parent Communication

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

		Year 1 (FY25)		Year 2 (FY26)		Year 3 (FY27)		Year 4 (FY28)		Year 5 (FY29)	
Maximum Amount Allowed		\$213,690.00		\$213,690.00		\$213,690.00		\$192,321.00		\$170,952.00	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$144,506.00	67.63	\$147,248.00	68.91	\$147,248.00	68.91	\$132,523.00	68.91	\$117,798.00	68.91
2100	Pupil Services	\$13,941.00	6.52	\$16,466.00	7.71	\$16,466.00	7.71	\$14,819.00	7.71	\$13,172.00	7.71
2210	Improvement Instructional Services	\$930.00	0.44	\$180.00	0.08	\$180.00	0.08	\$162.00	0.08	\$144.00	0.08
2213	Instructional Training	\$1,137.00	0.53	\$2,250.00	1.05	\$2,250.00	1.05	\$2,025.00	1.05	\$1,800.00	1.05
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$12,521.00	5.86	\$12,621.00	5.91	\$12,621.00	5.91	\$11,358.00	5.91	\$10,096.00	5.91
2300	General Administration (for Federal Indirect Cost)	\$5,663.00	2.65	\$5,663.00	2.65	\$5,663.00	2.65	\$5,096.00	2.65	\$4,530.00	2.65
2500	Support Services - Business	\$3,358.00	1.57	\$2,557.00	1.2	\$2,557.00	1.2	\$2,301.00	1.2	\$2,045.00	1.2
2600	Maintenance and Operation of Plant Services	\$3,126.00	1.46	\$3,033.00	1.42	\$3,033.00	1.42	\$2,729.00	1.42	\$2,426.00	1.42
2700	Student Transportation	\$22,304.00	10.44	\$17,464.00	8.17	\$17,464.00	8.17	\$15,717.00	8.17	\$13,971.00	8.17
2900	Other Support Services	\$6,200.00	2.9	\$6,200.00	2.9	\$6,200.00	2.9	\$5,580.00	2.9	\$4,960.00	2.9
Total		\$213,686.00		\$213,682.00		\$213,682.00		\$192,310.00		\$170,942.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	158,447.00	74.15	163,714.00	76.62	163,714.00	76.62	147,342.00	76.62	130,970.00	76.62
	Administrative Expenses (2230, 2300 and 2500)	21,542.00	10.08	20,841.00	9.76	20,841.00	9.76	18,755.00	9.76	16,671.00	9.76
Code	Less:										
2230/300	Audit	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230/332	National Criminal Background Checks	\$1,100.00	0.51	\$1,100.00	0.51	\$1,100.00	0.51	\$1,100.00	0.57	\$1,100.00	0.64
2230/520	Surety bond	0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2300/880	Indirect costs	\$5,663.00	2.65	\$5,663.00	2.65	\$5,663.00	2.65	\$5,096.00	2.65	\$4,530.00	2.65
	Sub-Total	\$6,763.00	3.16	\$6,763.00	3.16	\$6,763.00	3.16	\$6,196.00	3.22	\$5,630.00	3.29
	Net Administrative Expenses	\$14,779.00	6.92	\$14,078.00	6.6	\$14,078.00	6.6	\$12,559.00	6.54	\$11,041.00	6.47
2900/300	External Evaluation expense	\$6,200.00	2.9	\$6,200.00	2.9	\$6,200.00	2.9	\$5,580.00	2.9	\$4,960.00	2.9

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 and adhere to the applicant agency's policies and procedures on salary determination of the proposed project. The following is a link to a helpful resource (<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 FY24 are not required to include the financial audit and financial statements with their applications.

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

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 [CobbCou_wages_329.pdf](#)

Program Name: 21st Century World Changers

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 applicant must 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.

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.

The purpose of this narrative is to describe the research-based evidence that justifies the need for 21st Century Community Learning Center funding at Austell Elementary. The narrative also provides detail on the proposed operational structure and activities of the Austell 21st Century World Changers program; how the program will address the needs identified in the needs assessment; and how the program activities will align with the Georgia Standards of Excellence.

Promise of Success

When schools returned to hybrid learning in 2021, Austell Elementary implemented after-school tutorial sessions from January to April to prepare students for statewide end-of-the-year testing. Students were provided small group tutoring in reading and math in both face-to-face and virtual formats with certified teachers. Austell Elementary continued these tutoring sessions during the 2021-22 and 2022-23 school year. As a result of programs implemented to close learning gaps from the COVID-19 pandemic, Austell Elementary was recognized as a Georgia Literacy Leader for a 15% increase on the Georgia Milestones in reading from 2021-2022 to 2022-2023. Though these efforts were successful, they were minimal in providing more robust afterschool academic services and extracurricular activities for students due to limited funding and lack of implementation resources. Our successful experience with these after-school tutoring sessions provides a foundation for executing a more expansive academic-focused after-school program. Austell Elementary plans to develop an after-school tutorial enrichment program grounded in best practices that will complement the academic performance, achievement, and development of our kindergarten through fifth-grade students. A wide variety of research cited below addressing the effectiveness of 21st CCLC programs, effective afterschool program models, and best practices and components of after-school programs has been gathered as the basis for our implementation plan.

The promise of success in establishing 21st CCLC programs is apparent, as millions of students nationwide have benefited from 21st CCLC programs. Evidence from the Afterschool Alliance (2021) states that 21st CCLC programs were a “vital source of support for underserved communities” before the COVID-2019 Pandemic, and currently, 21st CCLC programs are “more essential than ever.” 21st Century Community Learning Centers are shown to promote academic growth, help students build relationships with peers and adults, engage, inspire, and motivate students, and prepare students for life after high school. 21st CCLCs provide hands-on learning activities and a variety of enrichment opportunities in STEM, mentoring, service learning, health, and physical fitness, allowing students to develop socially, emotionally, and physically. The Afterschool Alliance goes on to mention that out of 1.7 million students attending 21st CCLC in 2018-19, 48% of students attending improved their math and 48% of students improved their

English grades. Specifically, students attending 21st CCLC programs in states such as Massachusetts, Arkansas, Texas, and Arkansas scored higher on their state assessments, made gains in critical thinking, and had a higher chance of promotion than students not enrolled in the program. Students attending 21st CCLC programs are consistently making gains in reading and mathematics, increasing their motivation to learn, and decreasing the achievement gap (Afterschool Alliance, 2021). With grant funds, Austell Elementary can provide an after-school tutorial enrichment program in alignment with the goals and focus of the 21st CCLC program. We will be able to expand our academic support services and provide enrichment opportunities to targeted students, joining the work of countless schools, school districts, and community organizations nationwide that have done so for years in the 21st Century Community Learning Center initiative.

In addition to research on the effectiveness of 21st Century Community Learning Centers, a wide body of knowledge on best practices and components of after-school programs has been amassed over the years. In their work, Huang and Dietel (2011) suggested five components that contribute to high-functioning afterschool programs, including establishing clear goals, effective leadership, experienced staff, program alignment to the school day, and ongoing evaluation. Additionally, Protheroe (2006) proposed that successful after-school tutorial programs should be centered on students' academic needs according to school assessments, small class sizes, and staff development on instructional strategies to facilitate learning. Afterschool programs should be linked to the school day and open communication between program staff and regular school day teachers is critical. In our planning, we have ensured that our potential tutoring enrichment program's primary goal is to increase the academic achievement of our students in reading and math while expanding their experiences in the arts, STEM, physical development, and cultural awareness. Our program design will be framed by Georgia's After School Youth Development (ASYD) standards, and it will encompass the research-based practices mentioned above. We will use external evaluation as required by the Georgia DOE to measure the effectiveness of our program and improve its structure.

Program Plan

The proposed 21st Century World Changers Afterschool Tutoring Enrichment Program at Austell Elementary will keep our students safe and supervised in a nurturing environment; it also has the potential to help students keep pace academically. All activities within the program are expected to improve three focus areas: student academic achievement; youth development; and the capacity of parents to support their children academically. The program will provide safety and supervision by a full staff of certified teachers with a personal stake in the well-being of our students' emotional, physical, and social needs. The program will operate four days a week from 3:00 p.m. to 6:00 p.m. beginning the Tuesday after Labor Day each year. Students will engage in 30 minutes of homework completion, 50 minutes of reading instruction, 50 minutes of math instruction, and 50 minutes of enrichment. An additional 3 weeks of extended programming will be offered in June, running Monday-Thursday from 9:00 a.m. – 12:00 p.m. The program schedule will provide a quarterly framework for our academic and enrichment activities which will address our student's specific needs as identified in the needs assessment. Our emphasis on academics is aligned with individual mastery of the Georgia Standards of Excellence.

Austell's 21st Century World Changers program will begin each day with a nutritious snack provided through funding by the afterschool snack component of the National School Lunch Program. Teachers will then pick up their students and begin the scheduled activities. Teacher-student relationships will be built through a daily community-building segment at the start of each operational day and growth mindset activities throughout the year. Mentors from Love Bridge Church of Austell will provide mentoring and homework assistance to students to help them develop positive behavior habits and study skills.

Teachers will use teaching design and instructional practices in literacy and mathematics that are research-based and prove to be effective for kindergarten, first, second, third, fourth, and fifth-grade students. All academic experiences will be based on Georgia Standards of Excellence and will complement and extend learning from the regular school day. Individual student needs assessments will be conducted using Reading Inventory and Math Inventory test data and diagnostic assessments administered by Cobb County Schools, allowing teachers to design tailor-focused small-group tutoring sessions, whole-group lessons, and remedial practice for students. Students will receive frequent, ongoing feedback throughout the day so that they may build their capacity to reflect on their areas of strengths and grow in areas of weakness. Parents will receive feedback on student progress via communication logs, emails, and phone calls from program teachers and staff. Science, technology, engineering, and mathematics will be integrated into the literacy and math academic instruction using project-based learning experiences, science literature, and STEM challenges designed by the Cobb STEM department.

In the event of school closures due to health risks or inclement weather, services will be provided to students virtually using the Cobb Teaching and Learning System (CTLs). Through the CTLs platform, instructors will be able to provide synchronous instruction using Zoom video conferencing software. Students will be able to participate in live virtual learning sessions and interact with their teacher and other students using their district-provided username and password. CTLs is a district-

provided secure platform that is managed by the Cobb School District Technology Department. The Department provides technical support to all schools and ensures that the CTLS system and Zoom operating software are cyber-secure.

Family support for student learning will be a critical component of our program. Activities that empower parents and provide parents with tools and resources to be actively engaged in the education process will support our goal of maximizing student achievement. Parents will have opportunities to participate in collaborative workshops in sessions highlighting strategies for supporting children at home in literacy and mathematics, along with topics highlighting social-emotional well-being, coping strategies, and healthy eating.

(Word count is 1392)

Goals

Goal 1: By the end of the 2024-25 school year, kindergarten through 5th-grade students participating in the 21st Century World Changers Program will increase academic achievement in reading and mathematics on the Scholastic Reading and Math Inventory.

Objective 1.1: 85% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Reading Inventory or the Foundational Reading Assessment.

Objective 1.2: 85% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Math Inventory.

Goal 2: Provide students with a variety of youth development activities and services that promote study skills, Growth Mindset, STEM Education, physical development, and cultural awareness

Objective 2.1: 100% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the after-school tutoring enrichment program will participate in enrichment activities daily.

Objective 2.2: 95% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the after-school tutoring enrichment program will report a positive change in confidence and self-esteem

Goal 3: Build the capacity of parents and guardians to support their children at home academically, socially, and emotionally.

Objective 3.1: At least 50 parents/guardians of participating kindergarten through 5th grade 21st Century World Changers students will attend family engagement events.

Objective 3.2: At least 50 parents/guardians of participating 2nd-5th grade 21st Century World Changers students will attend sessions that build the capacity of parents to support their children academically and emotionally.

Three goals were developed for the 21st Century World Changers program based on the needs assessment, surveys, and School Improvement Plan and are aligned with the needs assessment data. The goals are reflective of the three specific purposes as outlined by Georgia's 21st CCLC program: Student Academic Achievement, Youth Development, and Family Engagement. The activities listed in the goals support the Georgia Standards of Excellence in reading and math and complement the academic curriculum. Additionally, all activities will be aligned with Georgia After School & Youth Development (GASYD) Quality Standards. The Program Director will work with the classroom teachers to ensure that the homework completion segment, tutorial services, and enrichment programming are relevant to and linked with the school day.

The 21st Century World Changers program will provide student exploration of world cultures, the arts, physical activity, and STEM that complement the school day and may not be available during regular school hours. We seek to broaden our students' horizons and understanding of the world and its limitless boundaries beyond their familiar south Cobb County vicinity. In addition to homework assistance and tutorial services in reading and math, students will engage in a variety of enrichment opportunities and project-based learning rooted in the following areas: cultural awareness, physical development, and STEM. An enrichment schedule will allow students to participate in one forty-five-minute segment of enrichment daily, in addition to instruction in reading and mathematics. Some of the high-interest activities built into the enrichment schedule will include engineering design, robotics, and coding (for students to explore the ever-demanding need for technology experts) and outreach sessions by the American Institute of Aeronautics and Astronautics. This partnership will expose our students to careers in aerospace engineering and aeronautical sciences. Our students will engage in opportunities to learn foreign languages because being able to speak two languages is an asset in our global society. Additionally, students will partake in world civilization studies to promote traveling and learning from diverse cultures. Enrichment offerings in arts & crafts will expose our students to pottery, knitting, crocheting, sewing, and embroidery - skills that are not usually taught during the regular school day. Finally, our program will allow students to participate in physical development activities such as tennis, soccer, and golf, which would expose them to sports that would be too costly for their families. Austell's 21st Century World Changers program promises to promote a well-rounded after-school experience for the students at our school and equip them with the tools necessary for an ever-changing society. A more detailed description of the

activities, resources, frequency, and research supporting each goal is listed below.

Goal 1: Student Academic Achievement in Reading and Mathematics

Research from the Education Trust (2021) shows that high-impact tutoring has a positive effect on academic achievement for students in need of academic support. Tutoring for struggling students is even more necessary because of student learning loss considering the COVID-19 pandemic. The Education Trust goes on to propose that successful tutoring programs should (1) occur during the school day; (2) include at least three sessions per week for the entire school year; and (3) provide students with a consistent tutor.

- Activity: Targeted Tutoring and Small Group Instruction - Provided to students in reading/English language arts and mathematics during the program year. All tutoring and small group instruction will be based on GA Standards of Excellence in reading and mathematics with science integration.
- o Resources: Certified teachers will design and implement tutoring and small group lesson plans in reading and mathematics to students targeting deficit areas identified after the August 2024 Reading and Math Inventory administration.
- o Frequency: Four days a week for the duration of the program

- Activity: Homework support – Students will receive homework support in reading and math during a specified thirty-minute segment at the beginning of each operational day.
- o Resources: Certified teachers will support students in homework completion. Program volunteers will offer additional homework assistance to students.
- o Frequency: Four days a week for the duration of the program

- Activity: Staff development in literacy instruction, math instruction, and innovative teaching - 21st Century World Changers Staff will partake in professional development sessions that provide research-based best practices in literacy and mathematics instruction. A special focus will be placed on innovative teaching practices that connect students' cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous curricula and develop higher-level academic skills.
- o Resources: Funds allocated for staff compensation for professional development.
- o Frequency: Two staff development sessions will be scheduled throughout the program year.

Goal 2: Youth Development Activities and Services

According to the Afterschool Alliance (2014), one in five kids is alone at home after 3:00 p.m. Structured activities in afterschool programs provide students with a nurturing environment, decreasing the risk of juvenile crime, victimization, and drug use. The Afterschool Alliance also proposes that additional programming in STEM, the arts, and social-emotional learning promotes critical thinking and problem-solving, and builds student self-confidence. Additionally, programs that promote physical fitness and wellness help foster lifelong health habits and may prevent childhood obesity.

- Activity: Daily enrichment opportunities – Students will participate in daily enrichment classes in the areas of STEM, physical development, and cultural awareness. Specifically, students will engage in project-based learning activities in engineering design, robotics, and coding. Students will also engage in the study of world civilizations, cultures, and languages through project-based thematic units integrating the arts. Physical development and wellness activities will be offered through student participation in sports such as tennis, golf, and soccer.
- o Resources: Enrichment instructors with knowledge in the field of expertise will instruct students with a teacher-student ratio of no more than 1:15.
- o Frequency: Daily throughout the program year

- Activity: Educational outreach sessions with the American Institute of Aeronautics and Astronautics (AIAA)
- o Resources: Expert volunteers from the Atlanta-area AIAA will provide engaging lessons in aerodynamics, astronautics, and aeronautics to students
- o Frequency: Monthly throughout the program year

- Activity: 12-day summer program – Students will have the opportunity to attend a STEM-focused summer tutoring enrichment to prevent summer learning gaps and remediate skills in reading and math.
- o Resources: Certified teachers and Enrichment teachers will provide instruction to students in reading, mathematics, STEM, cultural awareness, and physical development.
- o Frequency: Three weeks in June, Monday through Thursday

- Activity: STEM-related demonstrations – Students will participate in in-house demonstrations (i.e. Georgia Power Educational Outreach science lessons, etc.) that connect classroom learning to the world and AIAA partnership.
- o Resources: In-Kind donations from AIAA; Georgia Power Educational Outreach School Contact

Person

o Frequency: At least 3 demonstrations throughout program year

Goal 3: Family Engagement - In their work, Bouffard and colleagues (2011) suggested research-based strategies for improving family engagement in 21st CCLCs, including developing policies and procedures to promote family engagement; communicating and building trusting relationships, and connecting families, the program staff, and community resources. The 21st Century World Changers program will offer a host of activities throughout the year to engage families in their children's after-school program experience and build the capacity of parents to support their children academically.

•Activity: Winter and Spring Showcase events that will highlight the 21st Century World Changers Program, student project-based learning, and student performances. The Spring Showcase will provide parents of 21st Century World Changers students with information regarding the summer program.

o Resources: Funds allocated in the budget for family engagement supplies; program staff will coordinate events.

o Frequency: One showcase in December of the program year and a final showcase in May of the program year.

•Activity: Parent Orientation with an opportunity for parents to learn about the 21st Century World Changers Program. Parents will be provided with an overview of the program, policies, procedures, and other pertinent information regarding student participation in the program.

o Resources: Funds allocated in the budget for supplies; the Program Director will coordinate Orientation.

o Frequency: One Parent Orientation will be held annually in August before the beginning of the program year.

•Activity: Parenting sessions where parents learn skills for supporting students in reading, English language arts, and math.

o Resources: Funds allocated in the budget for supplies; the Program Director will coordinate parenting sessions

o Frequency: At least 3-4 parenting sessions will be scheduled throughout the program year.

Program Name: 21st Century World Changers

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) By the end of the 2024-25 school year, kindergarten through 5th-grade students participating in the 21st Century World Changers Program will increase academic achievement in reading and mathematics on the Scholastic Reading and Math Inventory.	1.1) 85% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Reading Inventory or the Foundational Reading Assessment.	1.1) Scholastic Reading Inventory, report card grades, GA Milestones assessment, Cobb County District assessments; Teacher surveys for student classroom performance and homework completion	1.1.1) Targeted small group instruction and tutoring in reading and English Language Arts	1.1.1) Daily throughout the program year
	1.2) 85% of kindergarten through 5th grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Math Inventory.	1.2) Scholastic Math Inventory, report card grades, GA Milestones assessment, Cobb County District assessments; Teacher surveys for student classroom performance and homework completion	1.1.2) Homework support in reading and English Language arts 1.1.3) Staff development in small-group literacy instruction based on the Science of Reading 1.2.1) Targeted small group instruction and tutoring in mathematics 1.2.2) Homework support in mathematics 1.2.3) Staff development in mathematics instruction and mathematical modeling	1.1.2) Daily throughout the program year 1.1.3) Two (2) staff development sessions scheduled throughout program year 1.2.1) Daily throughout the program year 1.2.2) Daily throughout the program year 1.2.3) Two (2) staff development sessions scheduled throughout program year.

<p>2) Provide students with a variety of youth development activities and services that promote study skills, Growth Mindset, STEM Education, physical development, and cultural awareness.</p>	<p>2.1) 100% of kindergarten through 5th-grade students who regularly participate (attending 30 or more days) in the after-school tutoring enrichment program will participate in enrichment activities on a daily basis.</p> <p>2.2) 95% of kindergarten through 5th-grade students who regularly participate (attending 30 or more days) in the after-school tutoring enrichment program will report a positive change in confidence and self-esteem.</p>	<p>2.1) Daily attendance log and student surveys at end of the year</p> <p>2.2) Daily attendance logs, workshop attendance logs, Student Survey conducted in the Spring</p>	<p>2.1.1) Daily enrichment schedule providing opportunities in STEM (robotics/coding); physical development (tennis/golf/soccer); and cultural awareness (world civilizations, project-based learning)</p> <p>2.1.2) Educational outreach sessions with the American Institute of Aeronautics and Astronautics</p> <p>2.1.3) 12-day summer tutoring enrichment program with STEM integration to prevent summer learning gaps</p> <p>2.1.4) STEM-related in-house demonstrations (i.e. Georgia Power - free resource) to complement partnership with the American Institute of Aeronautics and Astronautics</p> <p>2.2.1) Speakers and workshops on study skills, goal setting and Growth Mindset</p> <p>2.2.2) Afternoon check-ins and teambuilding to promote social-emotional learning and Growth Mindset</p> <p>2.2.3) Homework mentoring program partnership with Love Bridge Church of Austell</p>	<p>2.1.1) Daily throughout the program year</p> <p>2.1.2) Monthly throughout the program year</p> <p>2.1.3) Three weeks in June, Monday-Thursday for a total of 12 days</p> <p>2.1.4) Three (3) in-house demonstrations lessons throughout the program year</p> <p>2.2.1) Speakers and workshops scheduled quarterly throughout the program year</p> <p>2.2.2) Daily throughout the program year</p> <p>2.2.3) Weekly throughout the program year</p>
<p>3) Build the capacity of parents and guardians to support their children academically, socially, and emotionally.</p>	<p>3.1) At least 50 parents/guardians of participating kindergarten through 5th grade 21st Century World Changers students will attend family engagement events.</p> <p>3.2) At least 50 parents/guardians of participating kindergarten through 5th-grade 21st CWC students will attend sessions that build the capacity of parents to support their children</p>	<p>3.1) Parent/guardian registration, sign-in sheets; parenting session surveys</p> <p>3.2) Parent/guardian registration, sign-in sheets; parenting session surveys</p>	<p>3.1.1) Winter Showcase event to highlight student project-based learning and work in after-school tutoring enrichment program</p> <p>3.1.2) Spring Showcase event to highlight student project-based learning and work in after-school tutoring enrichment program and provide parents with information on summer program</p> <p>3.2.1) Parent Orientation/Open House with an</p>	<p>3.1.1) Annually in December of program year</p> <p>3.1.2) Annually in May of program year</p> <p>3.2.1) Annually in August prior to beginning of program year</p> <p>3.2.2) At least three Parenting Sessions scheduled throughout program year</p>

	academically and emotionally.		opportunity for parents/guardians to learn about 21st CCLC <hr/> 3.2.2) Parenting sessions where parents/guardians learn skills for supporting students in reading, English Language arts, and math	
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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) By the end of the 2024-25 school year, kindergarten through 5th-grade students participating in the 21st Century World Changers Program will increase academic achievement in reading and mathematics on the Scholastic Reading and Math Inventory.

Alternate Delivery Method: Cobb County School District has provided all instructional staff with training on Cobb Teaching and Learning System (CTLIS), the District's virtual platform. CTLIS is a secure software program in which teachers can provide virtual instruction to students. Teachers have also participated in professional development on best practices in providing instruction in both asynchronous and synchronous online formats. In the event of school closures, students will be able to interact with teachers using video conferencing software through Zoom and Microsoft Teams via CTLIS. Students can access the CTLIS platform and Zoom in a secure fashion using District-provided credentials, ensuring student privacy.

2) Provide students with a variety of youth development activities and services that promote study skills, Growth Mindset, STEM Education, physical development, and cultural awareness.

Alternate Delivery Method: Cobb County School District has provided all instructional staff with training on Cobb Teaching and Learning System (CTLIS), the District's virtual platform. CTLIS is a secure software program in which teachers can provide virtual instruction to students. Teachers have also participated in professional development on best practices in providing instruction in both asynchronous and synchronous online formats. In the event of school closures, students will be able to interact with teachers using video conferencing software through Zoom and Microsoft Teams via CTLIS. Students can access the CTLIS platform and Zoom in a secure fashion using District-provided credentials, ensuring student privacy. Enrichment Teachers will be able to provide virtual instruction to students in the same manner as classroom teachers. Additionally, teachers may record lessons or modeled activities and place them in the CTLIS platform for students to access. If necessary and feasible, supplies needed for enrichment activities will be sent home in advance.

3) Build the capacity of parents and guardians to support their children academically, socially, and emotionally.

Alternate Delivery Method: CTLIS has a parent feature that allows parents to communicate with their child's teacher(s) and monitor their child's progress and completion of assignments in CTLIS. If parenting workshops and sessions need to be held virtually, parents will be able to attend them virtually using Microsoft Teams. The program director will send secure join links for parenting sessions in advance via CTLIS-Parent so that parents may participate in workshops/sessions. Attendance will be taken using the session chat box and the Microsoft Teams attendance report will be downloaded and printed after the session. The session may be recorded and uploaded in a specified place for parents to access at a later time should they be unable to attend.

SAVE

Program Name: 21st Century World Changers

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.

This narrative describes the hours and days of operation for the after-school and summer components of the Austell 21st Century World Changers Program. The program will operate a four-day per week after-school program between the hours of 3:00 p.m. - 6:00 p.m. Monday through Thursday. As mentioned previously in the program plan, the after-school program will begin the Tuesday after Labor Day in September 2024 and run for 124 operational days ending in May 2025. All targeted students will participate in the program an average of 12 hours per week. One hundred of our most at-risk kindergarten, first, second, third, fourth, and fifth-grade students scoring in the bottom twenty-fifth percentile of the Fall Reading and Math Inventory will be served in the program. Teacher recommendations based on student academic needs and classroom performance will also be considered in considering participating students.

A three-week extended summer learning session offering academic remediation, enrichment activities, and STEM integration operating four days per week, from 9:00 a.m. - 12:00 p.m. The extended program will run for a total of 12 weekdays (Monday through Thursday) in the summer of 2025. Targeted students who participated in the program during the academic year will be allowed to participate in the summer session.

Regular attendance is critical for student success in the program. To promote regular attendance, transportation home from the program will be provided to students during the school year. This will help curtail a lack of student participation by providing transportation to students whose families are unable to provide a way home. Additionally, transportation to and from the program will be provided during the summer session. All transportation will be provided using Cobb County School District buses.

In the event of school shutdowns due to health risks or inclement weather, academic and enrichment services will be provided to students virtually using the Cobb Teaching and Learning System (CTLIS). Through the CTLIS platform, instructors will be able to provide synchronous instruction using Zoom video conferencing software. Students will be able to participate in live virtual learning sessions and interact with their teacher and other students. The CTLIS platform is used in all Cobb County Schools and is provided by the district.

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

Austell Elementary School

After School Program: [Austell Elementary School_as_program_329_323.pdf](#)

Summer Program: [Austell Elementary School_sb_program_329_323.pdf](#)

21st CCLC SITE PROFILE FORM (2024-2025)

21st CCLC Site Name	Austell Elementary School	County	Cobb
Physical Address	5600 Mulberry Street		
City	Austell	Zip Code	30106

Grade Levels Receiving Services (e.g. K-12) Before School After School Kindergarten - 5th

of students participating in the 21st CCLC program PER DAY Before School After School 100

Weekends/Holidays Summer Kindergarten - 5th Summer 100

Student data is from Funding Request Worksheet

Enrichment Student to Staff Ratio 15:1 Academic Student to Staff Ratio 10:1

SITE CONTACT INFORMATION

Site Contact Name Benjamin Green Phone 770-819-5804 Email benjamin.green@cobbk12.org

Regular School Year Program for Students

AFTER SCHOOL PROGRAM Site Schedule

After School Program Start Date September 3, 2024

After School Program End Date May 21, 2025

Total # Days After School 124

	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 3:00 PM)	3:00 PM	3:00 PM	3:00 PM	3:00 PM		Total Weekly Hours After School 12.00 of 12.00 hours
Service End Time (e.g., 6:00 PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM		

Summer Programs for Students

Summer Site Schedule for Typical Week

Summer Program Start Date June 2, 2025

Summer Program End Date June 19, 2025

Total # Days Summer Program 12

	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 9:00 AM)	9:00 AM	9:00 AM	9:00 AM	9:00 AM		Total Summer Hours per Week 12.00 of 12.00 hours
Service End Time (e.g., 4:00 PM)	12:00 PM	12:00 PM	12:00 PM	12:00 PM		

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 0.00
Service End Time (e.g., 8:00 PM)						

Program Name: 21st Century World Changers

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.

The Austell 21st Century Community Learning Center Program will seek to identify and support students in grades kindergarten through five who may benefit the most from additional academic assistance. To achieve this, the program will utilize data from the Reading and Math Inventory to identify kindergarten through 5th-grade students performing in the bottom 30th percentile on district and State assessments in reading and math, and students demonstrating below-grade-level classroom performance in reading and math. A weighted rubric will be developed, considering various factors such as assessment scores, teacher recommendations, and individual student needs. The school administration, program director, and site coordinator will then identify participants from the target population based on the completed rubric, academic performance, and individual student needs identified by the classroom teachers. This comprehensive approach ensures a fair and thorough evaluation, allowing the program to prioritize students who stand to gain the most from the additional support offered by the 21st Century Community Learning Center.

We will provide parents of identified students with physical copies of the application as well as access to computers in the parent resource room for online application submission. Applications will be compiled in a database by the Program Director and Site Coordinator and shared with other relevant staff including general and special education teachers. This will be implemented so that these teachers can provide input on the needs of potential candidates, their behaviors, academic strengths and weaknesses, and classroom performance. Teacher input will play a crucial role in the recruitment process. Educators are on the front lines and possess valuable insights into their students' academic strengths and challenges. The program will actively engage teachers in the identification and recommendation process, ensuring that their observations and recommendations are factored into the selection criteria. This collaborative approach not only enhances the accuracy of student assessments but also fosters a sense of partnership between the program and the school staff. Candidates not entering the program at the start and who apply after the start will be placed on a waiting list to fill future vacancies. When a student withdraws, they will be replaced with a student on the waiting list.

Recognizing the importance of engaging families in the program, the Austell World Changers Program will involve school staff in the recruitment process. School personnel, including teachers, counselors, and administrators, will play a pivotal role in communicating with parents and guardians about the benefits of the program. They will share information about the tailored support the program offers to students struggling in reading and math, emphasizing the positive impact on academic performance and overall educational experience. This collaborative effort ensures that families are well-informed and encouraged to actively participate in the Austell 21st Century Community Learning Center Program, fostering a strong connection between the program, schools, and the broader community.

Our summer program recruitment will begin in the spring with applications sent home with participating World Changers students. The same process of storing information about potential candidates in a database to pull information from teachers, site coordinators, and administration will be used in the selection of students for our summer program. 21st Century World Changers will implement a wide range of communication outlets to keep parents and the school community at large informed of the program. These communication outlets will include the school's monthly parent newsletter, an afterschool program webpage linked to the Austell school website, and the school's parent communication system. Additionally, monthly digital photo videos featuring program activities will be created and shared with the school community. The program director and site coordinator will meet with homeroom teachers during their weekly professional learning meetings to recruit and discuss potential candidates for the programs.

A clear policy about the importance of attendance will be communicated to parents and students. Attendance data will be analyzed regularly to identify areas that need improvement and create strategies for improving specific areas. Students will be expected to attend the program, Monday-

Thursday during the hours of 3:00 p.m. to 6:00 p.m., with a fifteen-minute snack time beginning at 2:45 prior to the start of the program day. The staff will motivate students to attend by providing a safe and nurturing environment for learning with social/emotional lessons about peer interactions and engaging in academic and enrichment activities. The broad array of high-interest enrichment activities in STEM, cultural awareness, and physical development will keep students engaged and allow them to partake in problem-based learning and thematic units related to robotics, aeronautics, astronautics, world civilization studies, dance, art, and non-contact sports. Students will be able to offer input on potential enrichment offerings every year.

The 21st Century World Changers After School program will be committed to fostering a positive and engaging learning environment, and one key strategy to retain students is emphasizing the importance of consistent attendance. By implementing a reward system for regular attendance, such as recognition or small incentives, the program will motivate students to attend regularly. Monthly incentives and recognitions (i.e. brag tags, attendance spotlight on bulletin board, etc.) will be used to increase student attendance. Additionally, the World Changers program will incorporate interactive and exciting STEM, cultural, and enrichment activities into the program curriculum that will make it more appealing, encouraging students to look forward to each session. To further enhance student attendance and retention, the program will introduce exciting in-house STEM-related demonstrations provided by the American Institute of Aeronautics and Astronautics and Georgia Power Educational Outreach. These demonstrations are typically offered at no cost to educational entities as part of community outreach.

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Program Name: 21st Century World Changers

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 purpose of this narrative is to describe the organizational, managerial, and staffing structure of the Austell 21st Century World Changers Program. The Program Director will be responsible for overseeing the development and implementation of the program. Program Director duties will include but are not limited to the following: interviewing, hiring, and supervising program staff in conjunction with the school principal; creating and implementing the program's goals and objectives; overseeing program evaluation activities; scheduling and coordinating staff professional development; and building and maintaining relationships with the partnering community and faith-based organizations. The Program Director will also work in conjunction with Cobb County School District to ensure that all fiduciary requirements, staff background checks, and organizing activities are in alignment with the policies of CCSD and the Georgia Department of Education. The Program Director position requires a Bachelor's degree with at least three years of experience in education, school administration, classroom teaching, or youth development.

The Site Coordinator will report to the Program Director. The Site Coordinator will assist the Program Director with the day-to-day operations of the program. Duties will include (but are not

limited to) working with the program director to organize and carry out all student and parent activities; collecting student and parent intake information; supervising program staff, students, and volunteers; supervising and monitoring the instructional program; communicating information daily and weekly with the Program and school staff; and submitting reports and program data required for grant reporting. The site coordinator position requires a minimum of three years' work experience in social work, education, or youth development and with a preferred Bachelor's degree in education, social work, or psychology.

Instructors will be highly qualified certified teachers as required by the Georgia Professional Standards Commission with at least a Bachelor's degree and classroom teaching experience. Certified instructors will hold a clear, renewable certificate in Early Childhood Education (grades pre-kindergarten through five). Hiring certified teachers with the content knowledge and skillset needed to facilitate instruction in reading and math will allow our program to maximize student success. Enrichment instructors must be proficient in the specific area of the enrichment activity in which they provide instruction, and they should have experience working with students. The Bookkeeper will be responsible for maintaining the financial transactions and records of the program. They will be required to have 1-3 years of bookkeeping experience and complete training with the Cobb County Schools Finance Department. A custodian will be needed to clean classroom areas used by the program and maintain a sanitary and hygienic environment following environmental protocols set forth by the Cobb County School District Operations Department.

Cobb County School District will oversee all hiring and employment policies and procedures. The Program Director will submit job requisitions to the CCSD Human Resources department for posting on the Unified Applicant Tracking Enterprise. Job postings are reviewed and approved by the Human Resources department, and all applicants are pre-screened by the CCSD Human Resources department to confirm references and qualifications. Qualified applicants are re-screened and invited to interview with the Program Director and school principal. Successful candidates are then recommended to the CCSD HR department for hiring, which includes an FBI criminal background check conducted every 365 days. The CCSD Fingerprint Department will notify Human Resources and the Program Director of the results of criminal background checks and the results are reviewed and approved by the HR Directors and the Department of Accountability and must be given clearance are then considered for hire. Additionally, all subcontractors, contractors, volunteers, and grant-funded workers will follow the same hiring and review policy, and complete the FBI criminal background check. All returning employees will complete the background check before the start date of the program and all new employees will complete their background checks before their hire dates.

Professional learning will be a necessary aspect of the program. Staff development will be aligned with state academic standards and the Georgia ASYD standards and will address the academic and social needs of the students. Professional learning sessions will include, but are not limited to:

- Georgia After School and Youth Development Conference and Webinars
- Afterschool Alliance webinars (on-demand and live streaming)
- CPR Training
- Crisis Prevention Intervention (CPI)
- Instructional strategies for teaching reading, math, and STEM
- Growth Mindset and Social Emotional Learning
- Children's Healthcare of Atlanta Strong 4 Life Resilience Training
- 21st Century Community Learning Centers trainings and webinars
- Additional training based on staff input, needs assessment, and student and parent needs

The Program Director will coordinate and schedule staff training to be held before the program start date, throughout the program year, and at the end of the program year. A staff orientation session will be held before the start date of the program to provide staff with the goals, objectives, and operations of the program. Program staff will also be oriented to instructional and enrichment calendars and schedules, instructional resources, and other pertinent information necessary to the functioning of the program. Throughout the year, staff will be provided professional development and planning sessions on instructional strategies in reading, math, STEM integration, growth mindset, and social-emotional learning. Additionally, certified instructors will be able to participate in professional learning provided by the Cobb County School District. Staff will also participate in webinars conducted by the Afterschool Alliance to stay abreast of the latest topics in afterschool program best practices. A select number of program staff will participate in CPR and CPI (Crisis Prevention Institute) Training to ensure student safety.

The Program Director and Site Coordinator will ensure that each class has a teacher-student ratio of no more than 1:10 in academic settings and no more than 1:15 in enrichment settings. In the extreme case where an enrichment activity surpasses the 1:15 teacher-student ratio, an assistant instructor will be provided to ensure student safety in athletics, the arts/cultural connections, STEM, etc. The Program Director, Site Coordinator, teachers, and enrichment teachers will work to design quality programming outlined in Element 1 of the Georgia Afterschool & Youth Development Quality Standards.

Love Bridge Church has been a steadfast partner in supporting our school and the local community, and the collaboration with the Austell Elementary 21st Century World Changers program further solidifies this commitment. The Austell Elementary 21st Century World Changers program is excited to collaborate with Love Bridge Church and the broader community in recruiting dedicated volunteers to enhance the educational experience for our students. In alignment with the Cobb County Schools Volunteering policy, the program recognizes the importance of ensuring the safety and security of our students. Therefore, all prospective volunteers, whether from Love Bridge Church or the local community, will undergo a rigorous background check as part of the recruitment process. This screening is essential to maintaining a trustworthy and secure environment for our students.

Volunteers from the church will play a vital role in enriching the learning experiences of our students, and their involvement reflects a shared dedication to community well-being. However, it is crucial to emphasize that volunteers who do not pass the criminal background check, as outlined in the Cobb County Schools Volunteering policy, will not be permitted to serve in the program. This policy ensures that only individuals with a clean record and a genuine commitment to the safety of our students are entrusted with this significant responsibility.

By adhering to a stringent background check process by the Cobb County Schools Volunteering policy, we aim to create an environment where volunteers can contribute effectively, knowing that their dedication aligns with our commitment to providing a safe and nurturing space for every child in our care. Volunteers from the Love Bridge Church of Austell and the broader community will work directly with the students to provide homework assistance, mentoring sessions, and volunteer hours necessary to implement workshops and activities. These volunteers will be comprised of community members including senior citizens, retirees, and young adults. The Program Director and Site Coordinator will coordinate volunteer schedules to ensure their availability during the program areas. As mentioned previously, all staff including volunteers and other individuals contracted to work with students will be required to complete criminal background checks.

(Word count is 1342)

Is the program director known at this time? Yes No

If so upload their résumé.

Download résumé for the program director

Download résumé: [CobbCoun_resume_329_33595.pdf](#)

Partners Table

Program Name: 21st Century World Changers

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
American Institute of Aeronautics and Astronautics	CBO	Volunteers and STEM outreach materials	\$500.00	Provide STEM educational outreach sessions and workshops in aeronautics and engineering (Goal 2)
Austell Elementary School	SD	In-kind	\$21,000.00	Provide facilities and classroom space for 21st Century World Changers Program
Cobb County School District	SD	In-kind, Paid Staffing	\$15,000.00	Provide grant management support, technical support, human resources, fingerprinting, fiduciary duties and accounting services
Love Bridge Church of Austell, GA	FBO	In-kind	\$1,200.00	Provide volunteers for homework assistance and mentors for at-risk students (Goal 1 / Goal 2)

Program Name: 21st Century World Changers

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 grassroots Advisory Council was formed and held its first meeting on Tuesday, December 12, 2023 to discuss the intent to apply for a 21st CCLC program grant at Austell Elementary. The Advisory Council for the World Changers Program will aim to enhance the program's impact and outreach. The program recognizes the importance of diverse perspectives and expertise in shaping its initiatives, and as such, plans to add more members to the advisory council. The Advisory Council will bring in individuals with varied backgrounds, skills, and experiences, contributing to a richer pool of knowledge and insights. Moreover, the program will aim to engage more volunteers who are passionate about community development and education.

The Advisory Council includes the school principal, assistant principal, academic coach, reading and math interventionists, four teachers, three parents, three students, and representatives from LoveBridge Church and the American Institute of Aeronautics and Aviation. The Advisory Committee will meet a minimum of three times per year in the fall, winter, and spring, to discuss program needs, and program recommendations, monitor progress, and contribute to the program evaluation. This process will continue for each program year. Agendas and meeting minutes or Advisory Council meetings will be housed at the school and will be made available to the public in the front office of Austell Elementary and the program page of the Austell school website. The Program Director will also submit this information to the school principal and leadership team for publishing in the school parent newsletter and staff emails.

The Austell Elementary World Changers Program will maintain operating partnerships with Cobb County School District, Austell Elementary School, LoveBridge Church, and the Metro-Atlanta American Institute of Aeronautics and Aviation. These community partnerships address Quality Element 9 of the Georgia ASYD quality standards to complement and extend our programming. Cobb County School District will provide Daily snacks will be provided to all students by the US Department of Agriculture Food and Nutrition Services and implemented through the Cobb County School District Nutrition Department. Austell 21st Century World Changers will not need to request funding for daily snacks because this program is provided to after-school programs serving students at schools with 50% or more of students qualifying for free or reduced-priced meals. The school's cafeteria manager orders snacks based on the average daily attendance for the program, then the site coordinator and program director deliver snacks to classrooms. We will solicit donations from local grocers and businesses to provide snacks, meals, and paper goods for family events and staff training.

(Word count is 416)

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

American Institute of Aeronautics and Astronautics

MOA: [American Institute of Aeronautics and Astronautics_moa_329_152.pdf](#)

Austell Elementary School

MOA: [Austell Elementary School_moa_329_153.pdf](#)

Cobb County School District

MOA: [Cobb County School District_moa_329_154.pdf](#)

Love Bridge Church of Austell, GA

MOA: [Love Bridge Church of Austell, GA_moa_329_155.pdf](#)

Austell Elementary School

MOA: [Austell Elementary School_moa_329_140.pdf](#)

Program Name: 21st Century World Changers

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.

Practices for collaboration and communication within the 21st Century World Changers Program are described in this narrative. The Austell 21st Century World Changers afterschool program will be dedicated to fostering transparent and effective communication channels with various stakeholders, ensuring that pertinent information reaches the Cobb School District, students, parents, and the community. To disseminate information about the program, student progress, and upcoming events, we employ a multifaceted approach. Regular newsletters will be distributed to parents and guardians, highlighting program updates, achievements, and showcasing the diverse activities students engage in. The program will also maintain an active online presence through a dedicated website and social media platforms, providing real-time updates, event schedules, and a platform for community engagement.

The 21st Century World Changers Program Director will promote and publicize the afterschool tutoring, summer enrichment, and parent/family services to parents and the community through the school webpage, emails, and the school's call system to keep all involved updated on all events associated with the programs. The site coordinator will also communicate with parents on the webpage, through emails, and the call system at least twice every nine weeks; or when necessary to share essential information and upcoming events. The program will also communicate with the community to inform them of upcoming activities. All printed materials will be published in both English and Spanish. Results from the external evaluations will be posted on the after-school website and shared during our advisory committee and administrative meetings.

The 21st Century World Changers program staff will keep open lines of communication with the general and special education teachers to ensure that our program is successful. To keep Austell teachers informed about student performance and academics, our program staff will establish open lines of communication with the school's teaching staff. Regular meetings and collaboration sessions will be organized to discuss individual student progress, address concerns, and share insights. An internal database will be created and used by Austell staff and 21st Century teachers to house student attendance, academic data in reading and math, homework completion, and progress in the program. Only World Changers staff, homeroom teachers of students in the program, and school administrators will have access to this shared document. This collaborative approach ensures seamless integration between the afterschool program and the regular school curriculum, promoting a holistic understanding of each student's educational journey. By fostering strong communication ties with teachers, the Austell 21st Century World Changers program aims to create a unified support system that contributes to the overall success and well-being of the students.

Communication logs will be created via a secure shared folder only accessible by program staff and regular day homeroom teachers. Program staff will have access to grade-level curriculum documents and weekly pacing guides to plan for instruction on a weekly basis. Program staff will utilize emails, teacher notes in student agendas, and phone calls to monitor students' progress and behavior with regular day teachers and parents. The program director will liaise with the school administration, student services director, Response to Intervention coordinator, and academic coaches to relay student progress.

The program director and site coordinator will meet with the school's administration and teachers before the start of the program and on a regular basis for feedback. During these meetings, the program will share program goals and receive input from teachers on how to best meet the academic needs of individual students. We will also develop a Google spreadsheet during the application process to share academic and behavior concerns with the site coordinator to ensure the success of our program.

The after-school certified teaching staff will have access to students' modifications and accommodations, formative and summative assessment results, and any other pertinent information to ensure that we are meeting the needs of our students. The program director will retrieve pertinent student information from homeroom teachers and the school administration and create a profile sheet for each participating student. The State Longitudinal Data System will provide a wealth of information on our student's Milestones scores, growth percentiles, school attendance, and grades. This data will assist the program director and site coordinator in developing classes, small groups, and prioritized standards for teaching.

(Word count is 693)

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.

This narrative outlines the plan that will be implemented to ensure the safety of students participating in Austell 21st Century World Changers, transportation procedures, and facility safety. The 21st Century World Changers program will be housed on-site at Austell Elementary. The school facility contains a media center/library, cafeteria, classrooms, a technology lab, gymnasium, and two playgrounds. On-site safety is ensured by the Cobb County School District Facility Use and Operations Plant. Participating students will remain at school for the after-school program and will be transported home by parents/guardians or Cobb County transportation (buses). Parent permission forms related to travel and student emergency cards will be filed and maintained at the front office desk. Student pick-up/drop-off information will be kept on file in a binder located in the after-school office. Program staff will check the government-issued identification of anyone intending to pick up a student from the program. The person attempting to retrieve the student will be validated from the approved pick-up list completed on the application by the enrolling parent. In the event that a student is not picked up by 6:00 p.m., the site coordinator will call the approved contact list to have that person pick the child up and/or contact the parent for an explanation for the delay. If reasonable and necessary, the program will maintain two employees to stay with the child until pick up. If there is an issue of abandonment, the program staff are trained and required to notify the proper authorities and to follow CCSD protocol.

If bus transportation is required for a student, it will be provided by the Cobb County School Bus Transportation Department. Liability insurance, bus driver screening, and training are provided by the Cobb County School District. The travel time for students riding the bus from the program should not exceed 30 minutes due to the small geographic attendance area of students participating in the program. Bus stops will be determined according to the needs of students requiring transportation home from the program. These stops will include, but are not limited to stops along streets extending from the following main thoroughfares running through the Austell Elementary attendance area:

- Old Marietta Road
- Veterans Memorial Highway
- Perkerson Mill Road
- Austell/Maxham Road
- Old Alabama Road
- Austell-Powder Springs Road

Car riders will be efficiently dismissed at the front of the school to ensure a streamlined and secure departure process. Program staff will be stationed at the designated dismissal area, coordinating the safe and orderly release of students to their respective vehicles. To further enhance the safety measures, the staff will meticulously check GoSAFE, the school's designated student tracking system. This digital tool provides real-time information about each student's authorized mode of transportation and destination, allowing staff to verify that students are being sent home according to the established protocols. By utilizing technology and implementing careful monitoring procedures, the Austell Elementary School after-school program prioritizes the safety and well-being of its

students during the dismissal process.

All Cobb County School District School facilities are accessible and in compliance with the Americans with Disabilities Act. Building inspections and fire inspections are conducted by the Fire Marshall and Cobb County School District to ensure accordance with building codes and facility capacity. The program will conduct required safety drills as mandated by Cobb County Schools and the State of Georgia, including Code Red-Active Shooter, Weather, and Fire drills. Since the program has support from the site principals and teachers, sufficient use of the schools' classrooms, media center, gym, art room, and computer lab are available to accommodate the needs of the students and the program's goals and objectives.

The program director and site director of the Austell 21st Century After School Program will prioritize the well-being of students by addressing health concerns in alignment with the guidelines set forth by the Cobb County School District. Both directors will be committed to creating a safe environment for all participants and will undergo comprehensive CPR training to ensure they are equipped to respond effectively in case of emergencies. All 21st Century World Changers staff will be trained on the location and use of the school defibrillator, bandage stations, and EpiPen use by the school nurse and appropriate district personnel. Additionally, they will promote and enforce health practices within the program, emphasizing the importance of hygiene, regular handwashing, and maintaining a clean and sanitary environment. By taking a proactive approach to health and safety measures, the program directors contribute to the overall well-being of students, fostering an environment where learning and personal development can thrive in a secure and health-conscious setting.

(Word count is 765)

Program Name: 21st Century World Changers

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.

The purpose of this narrative is to describe the sustainability plan that the Austell Elementary 21st Century World Changers Program will implement to continue the same level of service once funding is reduced in years 4 and 5 of the grant cycle and after the 21st CCLC funding ends. The 21st Century World Changers program staff will gather a variety of data types to monitor individual progress for students participating in the program, including Scholastic Reading and Math Inventory (RI/MI) data, local district assessment scores, Georgia Milestones data, student surveys, parent surveys, staff surveys, and volunteer surveys. The Program Director will maintain communication about the program and its financial and sustainability needs with all stakeholders and program partners. We will build collaborative partnerships with community and faith-based organizations to ensure that our program will be an asset to our students and community in the coming years. These partner organizations will support the program in the areas of volunteers, parent education, enrichment classes, snacks, and staff development.

Sustainability Plan – Year One through Year Five

Year One:

Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. We will purchase non-consumable instructional resources (including math manipulatives, leveled readers, STEM materials, and enrichment materials) for use during the five-year grant cycle.

In year one the sustainability from other major funding sources will include:

- Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.
- American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops
- LoveBridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.
- Food and snacks for staff training, family, and parent events will be donated by local businesses and

program partners

-Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District.

Strategies for securing other funding sources will include having the Advisory Council begin a list of potential grant sources for future funding (i.e. Cobb Schools Foundation, McDonald's Golden Grant, SCANA Energy Homework Center). 21st Century World Changers will submit a grant to the American Institute of Aeronautics and Astronautics for additional STEM Materials.

Year Two:

Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. We will purchase additional non-consumable instructional resources (including math manipulatives, leveled readers, STEM materials, and enrichment materials) for use during the remainder of the five-year grant cycle.

In year two the sustainability from other major funding sources will include:

-Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.

-American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops

-LoveBridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.

-Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners

-Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District.

Strategies for securing other funding sources will include having the Advisory Council to continue a list of potential grant sources for future funding. Austell 21st Century World Changers program will continue strategies from Year One and recruit additional community partners. We will also seek to develop a partnership with the City of Austell to provide funding for expanded enrichment programming. Austell 21st Century World Changers program will seek to establish a partnership with South Cobb High School for a mentoring program with high school volunteer students.

Year Three:

Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. We will purchase additional non-consumable instructional resources (including math manipulatives, leveled readers, STEM materials, and enrichment materials) for use during the remainder of the five-year grant cycle.

In year three the sustainability from other major funding sources will include:

-Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.

-American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops

-LoveBridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.

-Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners

-Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District.

Strategies for securing other funding sources will include having the Advisory Council expand the list of potential grant sources for future funding. Austell 21st Century World Changers will continue strategies from Year One and recruit additional community business partners. We will begin reaching out to Cobb County 4-H for additional enrichment programming (archery, cooking, Young Farmers Club, Cloverbuds). The Program Director will submit an application for a Cobb Schools Foundation grant award for Year 4 to compensate for a 10% reduction in grant funding.

Year Four:

Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. However, there will be a 10% reduction in grant funding.

In year four the sustainability from other major funding sources will include:

-Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.

- American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops
- Love Bridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.
- Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners
- Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District.

Strategies for securing other funding sources will include having the Advisory Council expand the list of potential grant sources for future funding and begin applying for grant sources for year 5. Austell 21st Century World Changers will hopefully have established a partnership with Cobb County 4-H to provide additional enrichment programming in archery, cooking, Young Farmers Club, and Cloverbuds Club. We will continue strategies from Year One and recruit additional community business partners. The Program Director will apply for a McDonald's Golden Grant of \$20,000.00 for Year 5 in anticipation of a 20% funding reduction.

Year Five:

Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. All non-consumable resources for instruction and enrichment will have been acquired in previous award years. However, there will be a 20% reduction in grant funding.

In year four the sustainability from other major funding sources will include:

- Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.
- American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops
- LoveBridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.
- Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners
- Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District.

Strategies for securing other funding sources will include applying for additional grants and funding from the list of potential grant sources developed by the Advisory Council. Austell 21st Century World Changers will continue a partnership with Cobb County 4-H to provide additional enrichment programming in archery, cooking, Young Farmers Club, and Cloverbuds Club. We will continue strategies from Year One and recruit additional community business partners. The Program Director will submit a Cobb Schools Foundation grant application and re-apply for 21st CCLC funding with the Georgia Department of Education if available. The Program Director will also apply for a SCANA Energy Corporation Homework Center grant to extend the 21st World Changers Program into a sixth year if 21st CCLC program funding is not available.

(Word count is 1452)

Program Name: 21st Century World Changers

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.

Program evaluation will be an essential component of the Austell 21st Century World Changers program. We will seek an experienced external evaluator with appropriate training and expertise. The evaluator will be independent of the program with no personal stake in the program. The amount paid to the evaluator will not exceed 3% of the annual award amount. The potential evaluator must meet the following qualifications to be considered:

- Post-secondary degree in social sciences, such as psychology, sociology, criminal justice, public administration, or education.
- Experience collecting and analyzing both quantitative and qualitative methods
- Experience conducting both formative and summative evaluations (required) related to education and/or after-school programs (preferred).
- Excellent oral and written communication skills. Evaluators must be able to communicate effectively with a broad range of people, including parents, program staff, other evaluators, community members, and other stakeholders.
- Excellent interpersonal skills. Able to execute a team-oriented, collaborative, and culturally competent approach to evaluation.
- Experience in evaluation of 21st Century After School Programs is preferred, but not required.

The purpose of the evaluation plan will be to assess the program's effectiveness, identify potential areas for improvement, and develop successful strategies to continue, build on, and share with other programs. Evaluation findings will also be used to document program strengths results will be shared with community stakeholders and potential funders. All evaluations will be conducted as required by the Nita M. Lowey 21st CCLC guidelines by the Georgia Department of Education. The Austell 21st Century World Changers program will use an external evaluator to monitor and evaluate the program. The 21st Century World Changers After School Program will be committed to ensuring transparency and accountability in its operations, particularly when it comes to sharing data with external evaluators. To safeguard confidential student information, the program will employ stringent data protection measures. Personal identifiers will be carefully removed or anonymized before data is shared, ensuring that the privacy and confidentiality of students are upheld. By prioritizing the protection of sensitive information, the program aims to foster trust and maintain the highest ethical standards in its collaboration with external evaluators.

The evaluation plan will be comprised of the following components: goals, objectives, data sources measurement timeline, data analysis, benchmarks, and report timelines. All data sources collected for evaluation purposes will be correlated to the goals and objectives outlined in the grant application (located in the Goals, Objectives, Activities, and Timeframe table).

Goal 1: By the end of the 2024-25 school year, kindergarten through 5th-grade students participating in the 21st Century World Changers Program will increase academic achievement in reading and mathematics on the Scholastic Reading and Math Inventory.

This goal will be quantified by two objectives:

- 1.1) 85% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Reading Inventory or the Foundational Reading Assessment.
- 1.2) 85% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Math Inventory.

Data supporting Goal 1 will be taken from the Scholastic Reading and Math Inventory (RI/MI) administered by Cobb County School District. Student scores from the Fall administration of the RI/MI will be used to establish a baseline in September at the start of the program year. The Program Director will request assessment scores from the school principal in the fall, winter, and spring after each administration. The data will then be sent to the external evaluator for review and analysis. Data from additional relevant sources (i.e., Georgia Milestones, report card grades, etc.) will be requested every 90 days by the Program Director.

Goal 2: Provide students with a variety of youth development activities and services that promote study skills, Growth Mindset, STEM Education, physical development, and cultural awareness.

This goal will be quantified by two objectives:

- 2.1) 100% of kindergarten through 5th-grade students who regularly participate (attending 30 days

or more) in the after-school tutoring enrichment program will participate in enrichment activities daily.

2.2) 95% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the after-school tutoring enrichment program will report a positive change in confidence and self-esteem.

The Site Director will keep daily attendance logs of student attendance and enrichment participation and distribute student surveys in the spring of each year. Attendance data will be entered into the Cayen/Afterschool 21 platform as required by the Georgia Department of Education (GaDOE) and attendance logs and survey results will be delivered to the external evaluator for review and analysis.

Goal 3: Build the capacity of parents to support their children at home academically, socially, and emotionally.

This goal is quantified by two objectives:

3.1) At least 50 parents/guardians of participating kindergarten through 5th grade 21st Century World Changers students will attend family engagement events.

3.2) At least 50 parents/guardians of participating 2nd-5th grade 21st Century World Changers students will attend sessions that build the capacity of parents to support their children academically and emotionally.

At the conclusion of each event or parenting session, the site director will collect parent sign-in sheets and parent surveys. He/she will give the sign-in sheets and surveys to the program director for data entry, and the Program Director will deliver the data to the external evaluator for review and analysis. An end-of-year program survey will be disseminated to parents and guardians in the spring to receive input, measure stakeholders' perceptions, and help target improvement strategies focused on program effectiveness.

Data for each objective will be collected by the Program Director prior to each quarterly 21st Century World Changers Advisory Council meeting. Baseline data will be established using scores from the fall administration of the Scholastic Reading and Math Inventories and will be shared at the first Advisory Council meeting. The Program Director and school administration serving on the Advisory Council will be responsible for collecting data and disseminating it to program officials. Grades and additional classroom performance data on targeted students will also be collected and used as supporting evidence in determining the efficacy of the program's objectives. Attendance data will be entered monthly, and student grades will be entered quarterly into the Cayen/Afterschool 21 platform monthly as required by the GaDOE. Parent sign-in sheets from workshop and family engagement sessions will be collected and submitted as required by the GaDOE.

Routine meetings will be held with the external evaluator to review data, discuss expectations, and conduct site visits. The Program Director will work in tandem with the evaluator to establish a timeline and ensure that all data and documentation are collected and delivered in a timely matter for the formative and summative evaluation. Ongoing comparisons to previously collected data will occur at each subsequent advisory board meeting throughout the program year.

Mid-year and end-of-year (formative and summative) evaluation reports will be submitted to the GaDOE as required to monitor the program's progress in achieving the proposed objectives and desired outcomes of the program. The mid-year evaluation will include both quantitative and qualitative data collection addressing the following areas: student attendance, program operation, objective assessment, and recommendations. The results will be used to make necessary changes and/or adjustments to improve program quality. The annual summative evaluation will serve as a holistic, detailed summary of the program to measure program efficacy and determine whether the program has met its intended outcomes. The annual summative evaluation will include the following components: an overview and history of the program; student attendance and enrollment; program operation; quality of staffing; objective assessment; observations; progress towards sustainability; and overall recommendations.

Results from both formative and summative evaluations will be shared with the advisory council, posted to the Austell school website, and made available to all stakeholders, including students, parents, and the community, upon request. Age-appropriate charts, tables, and other pertinent program information will be posted in a conspicuous space in the school for students. These charts and tables will exhibit the collective academic progress, attendance, and participation rates of students enrolled in the 21st Century World Changers program. Quarterly newsletters highlighting program activities, attendance, and participation rates will be published and shared with parents of participating students, program partners, and other stakeholders. Newsletters will also be posted on the Austell website and available electronically. All data and progress toward objectives will be delivered to the advisory council on a quarterly basis.

To enhance its effectiveness and continually improve, the program will implement a Continuous Quality Improvement (CQI) Process. This will involve regularly assessing program performance, identifying areas for improvement, and making data-driven decisions to enhance overall outcomes.

The CQI Process will involve setting clear goals and objectives, regularly monitoring progress, and analyzing both quantitative and qualitative data. If the program identifies that goals and objectives are not being met, it will employ principles of quality effectiveness to make necessary adjustments. This may include revisiting program strategies, revising curriculum, or implementing targeted interventions to address specific challenges. The commitment to a robust Continuous Quality Improvement Process ensures that the 21st Century World Changers After School Program remains adaptable and responsive to the evolving needs of its students and the community.

(Word count is 1514)

21st CCLC Competitive Priority Worksheet FY25

EACH applicant MUST complete the Competitive Priority Worksheet FY25, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

Fiscal Agent's Name: Cobb County School District

[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 FY25 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: Cobb County School District

Program Name: 21st Century World Changers
Funding Amount: \$213,686.00

Number	Initial Each Box Below	Assurances
1	<input type="checkbox"/> Cr	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	<input type="checkbox"/> Cr	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	<input type="checkbox"/> Cr	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="checkbox"/> Cr	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	<input type="checkbox"/> Cr	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	<input type="checkbox"/> Cr	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	<input type="checkbox"/> Cr	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8	<input type="checkbox"/> Cr	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	<input type="checkbox"/> Cr	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	<input type="checkbox"/> Cr	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	<input type="checkbox"/> Cr	The 21st CCLC program will implement activities that are aligned with the challenging State academic standards and any local academic standards.
12	<input type="checkbox"/> Cr	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
13	<input type="checkbox"/> Cr	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: <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
14	<input type="checkbox"/> Cr	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.
15	<input type="checkbox"/> Cr	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
16	<input type="checkbox"/> Cr	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.
17	<input type="checkbox"/> Cr	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
18	<input type="checkbox"/> Cr	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.
19	<input type="checkbox"/> Cr	Funds shall be used only for financial obligations incurred during the grant period.
20	<input type="checkbox"/> Cr	The Subgrantee will submit its annual budget within 30 days of the grant award.
21	<input type="checkbox"/> Cr	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
22	<input type="checkbox"/> Cr	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".
23	<input type="checkbox"/> Cr	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.
24	<input type="checkbox"/> Cr	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.
25	<input type="checkbox"/> Cr	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.
26	<input type="checkbox"/> Cr	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.
27	<input type="checkbox"/> Cr	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.
28	<input type="checkbox"/> Cr	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.
29	<input type="checkbox"/> Cr	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.
30	<input type="checkbox"/> Cr	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)

31	<input type="checkbox"/> Cr	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
32	<input type="checkbox"/> Cr	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.
33	<input type="checkbox"/> Cr	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.
34	<input type="checkbox"/> Cr	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.
35	<input type="checkbox"/> Cr	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.
36	<input type="checkbox"/> Cr	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
37	<input type="checkbox"/> Cr	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.
38	<input type="checkbox"/> Cr	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.
39	<input type="checkbox"/> Cr	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.
40	<input type="checkbox"/> Cr	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)

Chris Ragsdale

Typed Position Title of Fiscal Agency Head (required)

Superintendent

Date (required)

01/30/2024 at 15:22:44

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 such 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>Chris Ragsdale</u>
Typed Position Title of Fiscal Agency Head (required)	Superintendent
Date (required)	01/30/2024 at 15:22:44