



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: Atlanta Public Schools

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

If yes, please provide the year of initial funding: N/A

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

<input checked="" type="radio"/> Local Educational Agency	<input type="radio"/> Non- Local Educational Agency	<input type="radio"/> Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 120

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: \$333,688.00	2025-2026 \$332,061.00	2026-2027: \$332,061.00
2027-2028: \$301,787.00	2028-2029: \$268,329.00	

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: Reginald Lawrence

Position/Title of Fiscal Agent's Contact Person: Principal

Address: 130 Trinity Ave. SW

City: Atlanta Zip: 30303

Telephone: 404-802-2839 Fax: (404) 802-9075

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Certified by electronic signature by Dr. Danielle Battle
Signature of Fiscal Agency Head (required)

Dr. Danielle Battle
Typed Name of Fiscal Agency Head (required)

Superintendent
Typed Position Title of Fiscal Agency Head (required)

01/30/2024 at 14:43:43
Date (required)

Program Name: Leaders of Tomorrow

Program Abstract

West Manor Elementary School is a Title I school that serves 247 students. 85.0% of the students are Black or African American, 12.6% Hispanic or Latino, 1.2% are white 1.2% are two or more races, and 100% are economically disadvantaged. West Manor Elementary School's vision is to cultivate inquiring, knowledgeable, and caring scholars who strive to think, act, and reflect with a value and understanding of multiple cultures, languages, and perceptions. West Manor Elementary plans on achieving this goal by seeking the support of the Leaders of Tomorrow program.

The Leaders of Tomorrow program will provide an innovative and inclusive approach that will strengthen the mind, body, and character of scholars. Research has shown that strengthening the mind, body, and character enhances verbal fluency, learning, memory, executive function, and general cognition. Furthermore, it helps to improve a person's subjective well-being and relieve stress, worry, despair, and other unpleasant emotions. This initiative is looking forward to fostering students' willingness to keep working for their future as productive members of the community. Despite West Manor has an after-school program, parents need to pay for it and some of them cannot afford it and it just serves 26 students. The rest of the students just go home and most of them are without an adult supervising what they do after school.

The Leaders of Tomorrow program will run an intensive after-school and summer academy that will benefit the lives of the children who participate and their families by:

- Addressing Reading and Math achievement gaps in grades 1, 2, 3, 4 and 5.
- Providing small group instruction in an after-school environment to mitigate learning gaps intensified by the COVID-19 Pandemic.
- Implementing science, technology, engineering, and math (STEM), socio-emotional and cultural awareness, and physical development enrichment activities that would complement the tutoring aspect of the after-school program.
- Facilitating summer tutoring enrichment to offer both remedial support and additional learning experiences, facilitating the transition between grade levels.
- Organizing activities that increase families and educational community involvement.

(Word count is 318)

Program Name: Leaders of Tomorrow

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.

West Manor Elementary School started the needs assessment in December 2022 and Notified the educational community of its intent to apply for a Nita M. Lowey 21st Century Community Learning Center grant on December 5, 2022. During that year, the school administrators and teachers collected data from standardized test scores, stakeholder surveys, and school demographics.

The initial advisory council meeting was held in February 5th, 2023, where the school officials including the school principal, assistant principal, instructional coach, the IB instructional leader, parents, and classroom teachers analyzed the data and contributed to an open discussion about the potential components and the benefits of an after-school program at West Manor Elementary School.

The data sources that were reviewed to identify the academic and socio-emotional development needs of our students included the Reading and Math MAP data, Georgia Milestones scores, CCRPI data, and the data collected from interest surveys completed by teachers, parents, and students. The advisory council team identified that the MAP test results from winter 2021-2022 to Fall 2023-2024 evidenced that students who have met & exceeded growth expectations have decreased in ELA and math. Also, the Georgia Milestones scores analysis from 2017 to 2023 evidence that students' proficiency went down. In addition to this, it was determined that 2022 CCRPI scores also showed that students' content mastery and readiness decreased significantly compared to the ones in 2018 and 2019. The analysis helped determine that the academic areas of focus were Reading and Math looking forward to closing learning gaps and helping students achieve the desired academic goals.

Furthermore, the surveys and meetings with the stakeholders revealed the need for an after-school program that not only focuses on academic performance but on the enrichment of the socio-emotional, physical, and cultural backgrounds; where our scholars could strengthen their mind, body, and character as well.

The advisory council highlighted that according to the data analyzed, our students were impacted by the COVID-19 pandemic, and the Leaders of Tomorrow After School Program should focus on:

- Reading and Math achievement gaps in grades K, 1, 2, 3, 4 and 5.
- small group instruction in an after-school environment to mitigate learning gaps intensified by the COVID-19 Pandemic.
- science, technology, engineering, and math (STEM), socio-emotional and cultural awareness, and physical development enrichment activities that would complement the tutoring aspect of the after-school program.
- summer tutoring enrichment to offer both remedial support and additional learning experiences, facilitating the transition between grade levels.
- facilitating activities that increase families and educational community involvement.

(Word count is 399) 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.

In the needs assessment process, the advisory council analyzed four students' academic performance resources- MAP test results, Georgia Milestones scores, I-Ready scores and CCRPI scores- and, also the parents' and teachers' surveys to identify the specific academic, social, emotional, cultural, and physical needs of our scholars.

MAP Test Results

The MAP test results from Winter 2021-2022 to Fall 2023-2024, show a notable reduction of 14.4% in English Language Arts (ELA) and 7.3% in math among students meeting and exceeding growth expectations (see Table 1). When analyzing the Fall-to-Fall Growth report (2022-2023), it reveals that 54% of the students Did Not Meet the Growth Target in Reading (See Table 2). Only 33%, 33%, 54%, 46% and 41% of 1st, 2nd, 3rd, 4th and 5th graders, respectively, exceeded target growth. Also, the report reveals that 49% of students Did Not Meet the Growth Target in Math (See Table 3). Only 43%, 25%, 52%, 49% and 62% of 1st, 2nd, 3rd, 4th and 5th graders, respectively, exceeded target growth.

The year-to-year analysis underscores a critical finding: students require additional focused support, specifically in Reading and Math. It is necessary to provide essential resources, personalized learning experiences, and encouragement to positively influence their overall academic outcomes. The current classroom teaching time, while valuable, proves insufficient to propel students toward

the achievement of their academic growth objectives. To bridge this gap, there is a need to implement an after-school program targeting personalized learning experiences that not only address identified needs but also empower students toward successful academic growth.

Georgia Milestones End of Grade Assessment

The analysis of Georgia Milestones scores spanning from 2017 to 2023 needs attention and support for students to achieve their academic learning objectives. It is evident a significant decrease from 48.2% to 36.1% in English Language Arts (ELA) and 31.7% to 29.5% in Math (See table 4). These scores suggest potential gaps in understanding and mastery of essential subjects, leading students to slow down in their educational development. To address this decline, it is necessary to implement strategies that go beyond traditional classroom teaching, providing students with additional resources, personalized learning experiences, and support systems. By recognizing these declining proficiency rates, we can proactively work towards equipping students with the tools and skills necessary to enhance their performance and ensure a more successful academic journey.

College and Career Ready Performance Index

The CCRPI scores revealed a notable decline in students' content mastery and readiness. Specifically, in 2018 and 2019, the Content Mastery scores stood at 60.3 (see Content Mastery CCRPI report 2018) and 62.2 (see Content Mastery CCRPI report 2019), respectively. However, there was a significant drop in 2022, with the score reducing to 46 (see CCRPI report 2022). Similarly, the Readiness scores, which were 81.2 (see Readiness CCRPI report 2018) and 79.8 (see Readiness CCRPI report 2019) in 2018 and 2019, witnessed a substantial decrease in 2022, reaching 61.1 (see Readiness CCRPI report 2022). These findings underscore a concerning trend of diminishing academic performance and preparedness among the student population over the years.

Parents and Community

Parents were inquired about the need to create an afterschool program in the school, they showed their interest in it. When parents were asked about how likely they were to enroll their child in an after-school program, 56.3% responded that they were very likely to do it (See Parents and Community Survey document). In addition to this, they were asked about what the primary reasons were when considering an after-school program for their children, 75% considered Enrichment activities, and 68% considered that Academic support and homework are the primary reasons to enroll their child in an afterschool program, but a 56.3% of parents considered that the afterschool program will be a safe and supervised environment for their children. Also, 87.5% and 75% considered that STEM activities and Reading and Math Tutoring were specific activities or subjects that they would like to see offered in the after-school program. For these reasons, the Leaders of Tomorrow team finds it necessary to establish the afterschool program to support our parents in their willingness to help their children succeed

The data outcomes indicate a substantial need for a comprehensive after-school program at West Manor Elementary. The advisory council highlighted that according to the data analyzed, our students were impacted by the COVID-19 pandemic and the Leaders of Tomorrow afterschool and summer program. This program will not only focus on students' needs for additional support in core subjects like reading and mathematics but also fulfill a need to establish a secure environment where families and the educational community can actively engage in their student's education process. Based on the analysis of data derived from the needs assessment process, the program's primary focus will be to (1) foster students' educational outcomes, (2) create and improve socio-emotional and cultural awareness, and physical development, (3) offer engaging activities that will enhance students' productivity and entrepreneurship and (4) provide students with opportunities to prepare them for future professional careers that positively impact their lives and the community.

(Word count is 782) 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 objective of the Leaders of Tomorrow program is to provide effective academic support and instruction to students who have significant needs in Reading and Math. Consequently, the implementation of the Leaders of Tomorrow after-school program is crucial due to its potential positive impact, not only, on the students' academic performance, but also to strengthen their mind,

body, and character.

The data outcomes indicate a substantial need for a comprehensive after-school program at West Manor Elementary. This program will not only focus on students' needs for additional support in core subjects like reading and mathematics but also fulfill a need to establish a secure environment where families and the educational community can actively engage in their student's education process. Based on the analysis of data derived from the needs assessment process, the program's primary focus will be to (1) foster students' educational outcomes, (2) create and improve socio-emotional and cultural awareness, and physical development, (3) offer engaging activities that will enhance students productivity and entrepreneurship and (4) provide students with opportunities to prepare them for future professional careers that positively impact their lives and the community.

Leaders of Tomorrow will function as an academic after-school enrichment and summer school initiative, aiming to address the academic needs of students in reading, mathematics, and science, but also building awareness of the importance of taking care of their body and character. These programs will specifically target students in grades K through 5 requiring additional support in reading and mathematics. The enrollment into the After and Summer school will be based on report cards, MAP Test scores, Georgia Milestones End of Grade Assessment, and teacher referrals.

Both academic programs will also offer enrichment opportunities in which the students will be immersed in science, technology, engineering, and math (STEM), art, dance, music, theater, media production, physical fitness, and entrepreneurship activities. The inclusion of these enrichment opportunities aims to help students have unique skills to compete in the global marketplace of this century. Additionally, the Leaders of Tomorrow program aspires to establish a meaningful relationship with parents and stakeholders by providing chances to participate in workshops to share and recognize insights to support their children at or outside the school. These programs will be led by certified educators and external providers who will focus on differentiated and small-group instruction, ensuring students receive homework assistance, additional support, and remediation strategies to address existing learning gaps.

The identified specific needs and the programs detailed above precisely demonstrate the importance of the implementation of the Leader of Tomorrow program for West Manor Elementary and our target population. This initiative aligns with the objectives outlined in our Title I School Improvement Plan, particularly in the areas of reading and math, effectively addressing the identified needs derived from a comprehensive analysis of the state standardized assessments, local district evaluations, report cards, and feedback from parents, teachers, and students.

To enhance program accessibility, transportation services will be facilitated by Atlanta Public School District buses and dedicated bus drivers. Also, monthly incentives will be designed to recognize consistent attendance and academic/behavioral achievements that will encourage our students to actively participate in the Leader of Tomorrow after-school program.

(Word count is 520) 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: [Leaders of Tomorrowneeds_chartb237.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: Atlanta Public Schools

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

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

Schools Served Chart (2024-2025)

Program Name: Leaders of Tomorrow

[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
West Manor Elementary School	Fulton	N/A	K-5	246	<input checked="" type="radio"/> Yes <input type="radio"/> No	99.9 %	120

FUNDING REQUEST WORKSHEET

Program Name: Leaders of Tomorrow

Site Name: West Manor 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	115	5	14.00	32.00	\$5.05	\$6.30	\$274,288.00
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	115	5	25.00	4.00	\$5.05	\$6.30	\$61,225.00
Calculated Total							\$335,513.00

FUNDING REQUEST SUMMARY

Program Name: Leaders of Tomorrow

Site	Calculated Total*
West Manor Elementary School	\$335,513.00
Calculated total of all sites	\$335,513.00
Total allowable budget for this application	\$335,513.00

Program Name: Leaders of Tomorrow

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:

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

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 proposed budget focuses on the eligible expenses to provide a high-quality program for after-school tutoring, enrichment, and summer activities that align with the Leaders of Tomorrow program's objectives to address the needs of each student, 1) enhancing their proficiency in reading/language arts and mathematics to boost academic achievement, 2) offering students a diverse array of youth development activities and services fostering study skills, Growth Mindset, STEM Education, physical development, and cultural awareness, and 3) strengthening parental capacity to support their children at home in academic, social, and emotional aspects.

The overall expenses are significant to serving 120 students and their families in the after-school program, as well as 120 students during the summer program. The requested funds have been designated to ensure high-quality instruction, with around 65% for instructional expenses, a maximum of 10% for administrative costs, and no more than 3% for the external evaluator. All mentioned costs follow both Federal and state guidelines.

Every item in this budget is essential to the daily operations of the Leaders of Tomorrow program. The estimated budget is based on a thorough assessment of program expenses that were necessary and appropriate for the after-school program to run successfully. This budget is intended to pay for program-related costs, including transportation for students 120 students over 32 weeks for the after-school program and 120 students for four weeks during the summer academy. Instructors will assume the responsibility of lesson planning, delivering engaging and high-quality instruction, and collaborating to support the program's integrity. Their teaching efforts will be complemented by external exposure in the form of educational field trips and enriched by contracted special instructors offering additional enrichment activities for students and parents.

The successful implementation of the program encourages the acquisition of materials and supplies for all these activities. The Program Director and Site Coordinator will supervise the daily operations of the academies, ensuring that the equipment and items bought with 21st CLCC funds complement, rather than substitute for, other Federal, State, and Local funds and other non-federal funds allocated to the program. The budget provides for a maximum of 10% of the annual budget to be spent on administrative activities and a maximum of 3% to be spent on the outside evaluator.

1000 - INSTRUCTION- FUNCTION TOTAL – \$224,951.28

Certified Teacher Salaries; Para Professionals and Aides Salaries (Non-Certified)

Certified educators will be employed for the after-school program from Monday to Thursday over 32 weeks, including 3 professional learning days. During the after-school period, these Academic Certified Teachers will dedicate their time to planning lessons, managing attendance, facilitating engaging learning experiences, delivering effective instruction, and collaborating with colleagues to achieve program objectives. Additionally, they will work for 4 weeks in the summer, with one pre-planning and one post-planning day. The teaching approach will involve hands-on methods, incorporating graphic organizers, manipulatives, and technology to aid students in grasping abstract concepts, solving problems, and honing process and study skills. The focus of lessons will be on test-taking strategies and preparation. Paraprofessionals, on the other hand, will be present Monday through Thursday for 32 weeks during the after-school session and 4 weeks in the summer. Their role includes supporting academic teachers in planning and organizing the learning environment, as well as assisting in the implementation of the daily teaching and learning process.

Contracted Special Instructors

To enrich the lives of our kids in the realms of arts, sports, and culture, Leaders of Tomorrow program will offer a diverse range of activities that go beyond regular academics. Enrichment teachers will bring in visual and culinary arts, providing opportunities for painting, drawing, sculpting, and creative exploration using traditional and found-object materials. These classes will encourage students to create portraits, and abstract compositions, and foster art appreciation through

critiques. We will integrate core academic subjects like math, science, geography, and culture into these enrichment activities. Also, the dance academy will offer dance, drama and cheerleading courses, exposing students to ballet, hip-hop, modern, and jazz, along with the history and cultural significance of dance. Quarterly recitals will be on the agenda to observe the participants' progress. Also, we will provide opportunities to immerse our students in the world of educational gaming. We will create an Esports team and increase awareness of how video games are created and their benefits. In addition to this, a Physical Sports program will cover basketball, soccer, and baseball, promoting leadership, sportsmanship, teamwork, and responsibility. Furthermore, we will hold Family-Fitness classes that will be led by Dance Academy instructors, and combine cardio, games, and resistance training outdoors or in the gym. Moreover, we will provide courses that engage students in hands-on problem-solving, reinforcing reasoning and math skills through the engineering design process. Topics will include Robots, Ecosystems, Matter, Magnets, Chemical Changes, Life Cycles, Weather, and Light.

Supplies

Supplies for our teachers, including classroom materials, educational games, journals, and science/math project boards, are essential for both our regular and Summer Academy sessions. We will acquire Math/Science Lab supplies like microscopes to enhance hands-on experiences for students in the after-school and summer programs.

All students will be using Study Island as an educational resource. This software is designed to assist all learners with standardized test preparation. This program allows students from 1st to 5th grade to engage with Reading, Math and science concepts through various learning modalities (visual, auditory, motor, and kinesthetic) during both the afterschool and summer sessions.

2100 - PUPIL SERVICES- FUNCTION TOTAL- \$28,210.87

Parent Liaison; Site Lead, Employee Benefits

The Parent Liaison will play a crucial role in engaging parents by actively recruiting and personally reaching out to encourage attendance for workshops, classes, and family activities. Whether through newsletters, flyers, or phone calls, the liaison will enhance communication between home and school by keeping parents informed. Meanwhile, the LEADERS OF TOMORROW afterschool and summer Site Lead will focus on teaching and learning projects, collaborating closely with the LEADERS OF TOMORROW Program Director. This individual will ensure that the entire academic program aligns seamlessly with the regular school day, incorporating academic components that benefit all stakeholders. Their responsibilities will include program monitoring, providing professional development, and offering instruction and feedback on lessons.

Supplies; Expendable Equipment, Expendable Computer Equipment

Teachers and students will use T-shirts featuring the 21st CCLC logo to ensure safety during educational field trips. The multipurpose copier comes in handy for copying flyers, progress reports, academy newsletters, and more. Our supplies, including various types of paper, ink pens, pencils, a paper shredder, message pads, folders, binders, envelopes, etc., will be used during both the after-school program and the summer learning academy. To keep everything organized, we will get barcoding software, a scanner, and a printer to track all the equipment and materials purchased through 21st CCLC.

Field Trip Admission Fees

We will have some exciting field trips that are lined up with our core subjects. In the after-school program, we are planning 9 in-school field trips where students will enjoy cultural arts performances through the Young Audiences Arts in Education program. We will also organize monthly performances, in-school trips, and workshops featuring the Georgia State Bio-Bus, the Basic Enhancement STEM Program, and Atlanta Zoo. During the Summer Academy, we're taking five trips to cool places like the Tellus Science Museum, Georgia Aquarium, Museum of Aviation, CNN, and Children's Museum. We aim to take 120 students during the regular academic year and 120 students plus 12 adult teachers/chaperones during the summer session.

2213 - INSTRUCTIONAL TRAINING- FUNCTION TOTAL - \$5,076.54

Substitutes

Certified substitutes will be used in the event a regular certified after-school teacher tutor is absent.

Professional Development; Contracted Professional Development Services

The initial professional development for LEADERS OF TOMORROW will be held to guide

certified teachers and paraprofessionals with in-depth knowledge about the grant, how it will be put into action, the commitment to the grant's objectives, and the anticipated outcomes and program expectations. This staff training session will take place at West Manor Elementary.

2230 - GENERAL ADMINISTRATION- FUNCTION TOTAL - \$34,114.39

Program Director; Administrative Clerk; Benefits

The Program Director will be responsible for planning, organizing, and overseeing the entire implementation and operation of the 21st CCLC Program, ensuring adherence to the approved grant. This role includes supervision of all staff involved in the program, such as Teacher Site Leads, Teacher Tutors, Paraprofessionals, Administrative Clerk, and Parent Liaison. The Program Manager will coordinate initiatives and special projects within the 21st CCLC Program throughout the project year. Acting as a liaison, they will facilitate communication between the program and external entities like GaDOE, vendors, contractors, and the community.

During the after-school and summer sessions, the Administrative Clerk will handle various office support tasks, including answering phones, filing, copying, posting, data entry, and word processing. FICA benefits will be paid according to the policies established by the Atlanta Public Schools, following a 2% formula for the LEADERS OF TOMORROW Program Director and Site Coordinator.

Background Checks

Every year, the principal, all academy staff, and community volunteers will need to undergo Criminal Background Checks. The Atlanta Public Schools Human Resources Department will facilitate these checks. All background checks must yield positive results and are on record before any contact with LEADERS OF TOMORROW.

2300 - FEDERAL INDIRECT COST CHARGES-FUNCTION TOTAL -\$11,681.25

Atlanta Public Schools Indirect Costs

Atlanta Public School non-negotiable indirect costs include administrative costs, accounting, procurement services. (3.5% of total grant award)

2700- STUDENT TRANSPORTATION- FUNCTION TOTAL- \$19,640.00

Student Transportation

After-school buses will follow the school bus routes for the regular school day to take students home after the program Mondays — Thursdays for 32 weeks. Buses will also be used for 4 weeks of Summer Learning Academy and educational field trips.

2900 - OTHER SUPPORT SERVICES- FUNCTION TOTAL- \$10,014.03

Program Evaluator

The person evaluating the program will be responsible for documenting and assessing its effectiveness, providing suggestions for improvement and funding adjustments. They will compile a final report detailing the program's LEADERS OF TOMORROW. Additionally, they will collaborate with the principal and LEADERS OF TOMORROW Site Lead to develop a replicable model that can be used to expand the program to other target areas. For their services during the 2024-2025 school year, coinciding with the proposed grant period, the evaluator will be compensated \$10,014.03 which is 3% of the total grant award.

The proposed positions and salaries for LEADERS OF TOMORROW align with the current employment and wage estimates for the Atlanta, GA area. These figures are both reasonable and in compliance with the policies and procedures established by the Atlanta Public Schools System.

(Word count is 1703)

WORKING CAPITAL ANALYSIS WORKSHEET
2024-2025

Applicant Name: Atlanta Public Schools

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

Date of most recent audit:	01/23/2023
Cash and cash equivalents*	\$ 4,035,829.00

Calculation of recommended working capital requirement:

Proposed annual budget of the 21st CCLC program	\$ 335,513.00
Number of months of operation (including summer, if applicable)	10
Estimated monthly working capital requirement	\$33,551.30
Necessary working capital for 3 month period	\$100,653.90

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: Leaders of Tomorrow**Fiscal agent name:** Atlanta Public Schools**Budget updated on (date):** 01/29/2024

					Sum:	\$333,688.36	Maximum Amount Allowed: \$335,513.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2025	1000 / 110	1000	110	6	\$15,680.00	\$94,080.00	Academic Certified Instructors will work Monday-Thursday for 32 weeks with 3 professional learning days. Teachers will be responsible for planning lessons, taking attendance, guiding students in a highly engaging learning process, presenting effective instruction, and working collaboratively to achieve the overall purposes of the program. Hands-on approaches and, use of graphic organizers and manipulatives to be used to assist students in understanding abstract concepts, solve new problems, and develop process and study skills. Afterschool 6 teachers (including I lead teacher) x 32 weeks, \$35 x 4 days x 3.5 hours = \$94,080
2025	1000 / 110	1000	110	6	\$4,620.00	\$27,720.00	Summer Academy Certified Teachers will work Monday- Friday for four weeks with one pre-planning and one post planning day in the summer. Teachers will be responsible for planning lessons, taking attendance, guiding students in a highly engaging learning process, presenting effective instruction, and working collaboratively to achieve the overall

							<p>purposes of the program. Hands-on approaches, use of graphic organizers and manipulatives will be used to assist students in understanding abstract concepts, solve new problems, and develop process and study skills. Test taking strategies and preparation will be the focused of the lessons in reading, math, and science. Summer 6 teachers(Including 1 lead teacher) x 6 hrs per day x 22 days x \$35 per/hr— \$27,720.00</p>
2025	1000 / 110	1000	110	6	\$5,040.00	\$30,240.00	<p>Enrichment teachers will implement enrichment programs and activities for students in afterschool programs; as well as conduct classes, workshops and demonstrations to students on topics and skills such as cooking, dancing, photography, robotics, physical fitness, and life skills. 6 Enrichment Teachers x 2.0 hrs/day x 2 Days/week x 36 weeks x \$35.00/ hr = \$30240</p>
2025	1000 / 140	1000	140	6	\$6,935.04	\$41,610.24	<p>Instructional Support will be provided by para on Monday - Thursday. Instructional Support staff will assist the academic teacher in planning and preparing the learning environment. Staff will also assist in the implementation of engaged and interactive learning activities. 6 paraprofessionals x 32 weeks x \$18.06 x 4 days x 3.0 hours = \$41,610</p>
2025	1000 / 140	1000	140	6	\$1,806.00	\$10,836.00	Summer Academy paraprofessionals

							will work Monday-Friday for five weeks in the summer. Paraprofessionals will assist the academic teacher in planning and preparing the learning environment, and assist in implementing the highly engaged daily teaching and learning process. Assist with distributing breakfast and lunch. Summer Para: 6 para x 4weeks x \$18.06 per hour X 5 hours* 5 days = \$10,836
2025	2100 / 191	2100	191	1	\$17,908.00	\$17,908.00	Site Lead: After-School 32 weeks x 4 days x 3 hours/week x \$37.00/hr=\$14,208 Site Lead: Summer School: 4 weeks * 5 days* 5 hours * \$37= \$3,700 Total= \$14,208 + \$3,700= \$17,908
2025	2230 / 190	2230	190	1	\$25,246.36	\$25,246.36	The Program Manager (Director) will plan, organize, and manage the implementation, operation, and all components of the 21st CCLC Program according to the approved grant; supervises all staff affiliated with the 21st CCLC program. Serves as a liaison between program and external entities such as GaDOE, vendors, contractors, and community partners. 1 afterschool Program Manager 32 weeks x 4 days x 3.5 hours/week x \$46.07/hr = \$20,639.36 1 summer Program Manager 4 weeks x 5 days x 5.5hours/week x \$46.07/hr = \$4,607 Total: \$20,639.36 + \$4,607= \$25,246.36

2025	2100 / 810	2100	810	1	\$4,270.00	\$4,270.00	Fieldtrip admissions: Gabie Stem Bus = 1000, Science for Everyone - ScienceMachine = \$500 Tellus Museum \$1100, and Wild Animal Safari = 1500. All fieldtrips require prior approval from GaDOE. Field trip cost for summer school.
2025	1000 / 610	1000	610	1	\$7,500.00	\$7,500.00	Supplies include paper, ink pens, pencils, paper shredder, message pads, binders, envelopes, etc. that will be used during the afterschool program and summer learning academy. 10 months * \$750.00 = 7,500
2025	2230 / 200	2230	200	1	\$366.07	\$366.07	Benefits for Program Manager Calculated at 1.45% FICA $\$25,246.36 * 0.0145 = \366.07
2025	2100 / 200	2100	200	1	\$259.66	\$259.66	Benefits for Site Lead Calculated at 1.45% FICA $\$17,908.00 * 0.0145 = \259.66
2025	2900 / 300	2900	300	1	\$10,014.03	\$10,014.03	Independent Evaluator - This evaluator will document and evaluate the program, and provide recommendations for improvement and funding adjustments. The evaluator will also create a final report that documents the impact of the program. In addition, the evaluator will work the principal and Program Director to create a model that can be replicated and used as a tool to expand the program to other target areas. The evaluator will be paid \$10,065 for the FY24 school year.
2025	1000 / 200	1000	200	1	\$1,766.10	\$1,766.10	Academic Certified Instructors Benefits Calculated at 1.45%

							FICA \$94,080+27,720.00* 0.0145= \$1,766.1
2025	1000 / 200	1000	200	1	\$438.48	\$438.48	Enrichment teachers benefits Calculated at 1.45% FICA \$30,240.00 * 0.0145= \$438.48
2025	1000 / 200	1000	200	1	\$760.46	\$760.46	Paraprofessionals benefits Calculated at 1.45% FICA \$41,610+ \$10,836 * 0.0145= \$760.46
2025	2700 / 595	2700	595	1	\$10,240.00	\$10,240.00	After-school buses will follow the school bus routes for regular school day to take students home after the program Mondays through Thursday: Afterschool Bus \$80 day x 32 weeks x 4 days = \$10,240
2025	1000 / 612	1000	612	1	\$10,000.00	\$10,000.00	Study Island Program Reading, Math and Science to support students learning goals and core subejcts program.
2025	2100 / 616	2100	616	1	\$1,100.00	\$1,100.00	Desktop for Program Director
2025	2700 / 595	2700	595	1	\$9,400.00	\$9,400.00	Summer Learning Academy buses will follow the school bus routes for regular school day to take students home after the program Mondays through Friday: Bus \$160 day *2 buses * 20 days = \$6,400 Fieldtrip Bus:\$3000. \$6,400 + \$3000: \$9,400
2025	2230 / 142	2230	142	1	\$7,404.60	\$7,404.60	The AfterSchool Administrative Clerk will perform a variety of office support tasks including answering telephones, filing, copying, posting, data entry, data collection, typing, and word processing during after school hours. Adminstrative Clerk will work 4 days/wk * 2.5 hrs* \$18.06 * 32 weeks during Afterschool= \$5,779.2 Administrative Clerk will work

							during summer school 5days/wk * 4.5hrs * \$18.06 *4wks = \$1,625.4 Total: \$5,779+ \$1,625.4= \$7,404.6
2025	2213 / 116	2213	116	6	\$420.00	\$2,520.00	Professional development is to provide for certified teacher and paraprofessionals detailed Information concerning the grant, its implementation, fidelity to the grant, and expected outcomes and expectations of the program. All professional development must be preapproved by GADOE. Staff professional development will be held at West Manor. 6 Teachers x 3 days throughout grant year x 4hrs/day x \$35/hr= \$2,520
2025	2100 / 177	2100	177	1	\$4,612.80	\$4,612.80	Tuesdays and Thursdays afterschool and only one day Summer Academy. The parent liaison will recruit and make personal contacts with parents to encourage attendance for workshops, classes, and family activities. Via newsletters, flyers or phone calls, the liaison will provide information to parents/families to improve homeschool communication. Afterschool: 2 day *32 weeks * \$18.60 * 3.5 hours= \$4,166.4 Summer: \$18.60 * 6hrs x 1day * 4 wk = \$446.4 Total \$4,166.4 + \$446.4 = \$4,612.8
2025	2230 / 200	2230	200	1	\$107.36	\$107.36	Benefits for Administrative Clerk Calculated at 1.45% FICA \$7,404.60 * 0.0145 = \$107.36

2025	2100 / 200	2100	200	1	\$60.41	\$60.41	Benefits for parent liaison Calculated at 1.45% FICA $\$4,612.8 * 0.0145 = \60.41
2025	2230 / 332	2230	332	22	\$45.00	\$990.00	Fingerprinting and criminal backgroundcheck for 22 employees andvolunteers \$45.00 each.
2025	2213 / 113	2213	113	6	\$420.00	\$2,520.00	Certified substitutes will be used in the event a regular certified afterschool teacher tutor is absent. 6 Positions* 4hrs/day *3 days* $\$35\text{hr} = \$2,520$
2025	2300 / 880	2300	880	1	\$11,681.25	\$11,681.25	APS non-negotiable indirect costs include administrative costs, accounting, procurement services. (3.5% of total grant award) $\$333,750.06 * 0.035 = \$11,681.25$
2025	2213 / 200	2213	200	1	\$36.54	\$36.54	Benefits certified substitutes $\$2,520 * 0.0145 = \36.54

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	\$335,513.00		\$335,513.00		\$335,513.00		\$301,961.70		\$268,410.40	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$224,951.28	67.41	\$229,951.28	69.25	\$229,951.28	69.25	\$219,951.28	72.88	\$193,316.88	72.04
2100	Pupil Services	\$28,210.87	8.45	\$27,110.87	8.16	\$27,110.87	8.16	\$24,997.67	8.28	\$20,727.47	7.72
2210	Improvement Instructional Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2213	Instructional Training	\$5,076.54	1.52	\$5,076.54	1.53	\$5,076.54	1.53	\$2,556.54	0.85	\$2,556.54	0.95
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$34,114.39	10.22	\$34,114.39	10.27	\$34,114.39	10.27	\$29,075.09	9.63	\$27,675.79	10.31
2300	General Administration (for Federal Indirect Cost)	\$11,681.25	3.5	\$6,204.73	1.87	\$6,204.73	1.87	\$6,204.73	2.06	\$6,000.00	2.24
2500	Support Services - Business	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2600	Maintenance and Operation of Plant Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2700	Student Transportation	\$19,640.00	5.89	\$19,640.00	5.91	\$19,640.00	5.91	\$10,000.00	3.31	\$10,000.00	3.73
2900	Other Support Services	\$10,014.03	3	\$9,962.73	3	\$9,962.73	3	\$9,001.32	2.98	\$8,052.31	3
	Total	\$333,688.00		\$332,061.00		\$332,061.00		\$301,787.00		\$268,329.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	253,162.15	75.86	257,062.15	77.41	257,062.15	77.41	244,948.95	81.16	214,044.35	79.76
	Administrative Expenses (2230, 2300 and 2500)	45,795.64	13.72	40,319.12	12.14	40,319.12	12.14	35,279.82	11.69	33,675.79	12.55
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	\$990.00	0.3	\$990.00	0.3	\$990.00	0.3	\$990.00	0.33	\$990.00	0.37
2230/520	Surety bond	0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2300/880	Indirect costs	\$11,681.25	3.5	\$6,204.73	1.87	\$6,204.73	1.87	\$6,204.73	2.06	\$6,000.00	2.24
	Sub-Total	\$12,671.25	3.8	\$7,194.73	2.17	\$7,194.73	2.17	\$7,194.73	2.39	\$6,990.00	2.61
	Net Administrative Expenses	\$33,124.39	9.92	\$33,124.39	9.97	\$33,124.39	9.97	\$28,085.09	9.3	\$26,685.79	9.94
2900/300	External Evaluation expense	\$10,014.03	3	\$9,962.73	3	\$9,962.73	3	\$9,001.32	2.98	\$8,052.31	3

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 [Atlanta_wages_237.pdf](#)

Program Name: Leaders of Tomorrow

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.

Currently, West Manor Elementary does not have an afterschool tutorial program to help students strengthen or overcome their socio-academic weaknesses. In fact, there is an afterschool care program but it is not aligned with the school curriculum nor aims to help students with their academic needs.

With the data analysis and the parent's concerns, the school council has identified that there is a need to unlock the academic potential of every student, and it is essential to start a comprehensive five-day after-school program that offers both academic and enrichment opportunities beyond the regular school day. The 21st CCLC grant is seen as a crucial support that would provide students with more exposure to learning beyond the standard classroom setting. This extended program aims to focus on Science, Technology, Engineering, and Mathematics (STEM), fostering connections across the curriculum through research-based instruction that aligns with the Common Core Standards.

West Manor Elementary urgently requires the 21st CCLC grant to launch the LEADERS OF TOMORROW after-school and summer enrichment programs for the upcoming 2024-2025 school year. There is a significant need to elevate student educational achievements, particularly in Reading, Math, and Science. Currently, West Manor Elementary lacks any structured enrichment programs or after-school/summer initiatives to enhance student success. The district no longer offers summer school, leaving a gap in support for at-risk students. The 2023 Georgia Milestones End-of-Grade Assessment results revealed that only about 35% of West Manor Elementary's 3rd to 5th graders were proficient in both mathematics and reading.

While West Manor Elementary has implemented in-school interventions in reading, math, and science, the 21st CCLC grant is seen as a vital resource to address ongoing academic and social challenges affecting students in the surrounding community. The grant will be instrumental in filling existing academic gaps by providing students with learning experiences beyond the conventional classroom, reinforcing essential skills and standards required for success in a global setting.

The program is designed not only to offer extracurricular activities that divert students from negative distractions in the community but also to extend support to parents. West Manor Elementary aims to bridge gaps by providing community parents with services such as GED preparation, workforce training, and parent-student workshops, contributing to the overall success of families in the surrounding community.

Over the initial two years of operation, West Manor Elementary aims to make significant progress in achieving its goals and objectives to enhance students' academic performance in Reading, ELA, Math, and Science. The objectives for the first two years are as follows:

1. Ensure that twenty-five percent (25%) of participants in grades K-5, attending ninety or more days each grading period, will maintain, meet, or exceed standards in Reading by May 2025, as assessed by the Common Assessment for ELA.
2. Implement reading strategies emphasizing science and math for sixty percent (25%) of participants in grades K-5, attending ninety or more days each grading period, aiming to maintain, meet, or exceed standards in comprehension and vocabulary by May 2025. This will be measured by the Common Core Assessment for ELA.
3. Ensure that twenty-five percent (25%) of participants in grades K-5, attending ninety or more days each grading period, will maintain, meet, or exceed standards in mathematics problem-solving skills, as assessed by the Common Assessment, by May 2025.
4. Encourage parental involvement by having ten percent (10%) of parents or guardians of after-school participants attend a minimum of four school events, including parent conferences, curriculum night, open house, PTA/PTO meetings, or field trips, as recorded in attendance rosters by May 2025.

In the second year of implementing the West Manor Elementary afterschool program, there will be more pronounced progress towards achieving the originally outlined. Data from the 2024-2025 Common Assessment will reveal that 30% of regular attendees at West Manor Elementary will maintain, meet, or exceed standards in Reading/ELA, signifying a 5% improvement in West Manor student achievement compared to the previous school year. Similarly, in Math and Science, 30% of regular attendees at West Manor Elementary will meet or exceed standards, representing a 5% increase in West Manor Elementary student achievement from the prior school year. Teachers will assess whether attendees demonstrated improvement or submitted completed homework consistently.

While West Manor Elementary is committed to providing support for the objectives laid out in the grant, the program will document evidence of significant successes and growth for students over two years. This documentation will be based on surveys conducted with teachers, parents, and students throughout the existence of the LEADERS OF TOMORROW program. West Manor Elementary teachers will continue adjusting achievable goals for student growth and achievement. Following the suggestion of the External Evaluator, the program will set goals for student achievement on the Georgia Milestones Assessment to evaluate ongoing objectives for student success.

Given West Manor Elementary's status as a high-needs Title I school, securing the 21st CCLC grant will be crucial to provide additional support to West Manor Elementary students, parents, and the surrounding community. This grant will not only offer dynamic academic activities to enhance students academically, but it will also enable us to nurture our children through cooperative learning activities, STEM educational initiatives, and diverse social and cultural educational experiences that would otherwise be unattainable without the invaluable resources provided by the 21st CCLC grant.

Being a Title I school with 99.9% of students qualifying for free or reduced lunch, West Manor Elementary recognizes the need to level the playing field and bridge the achievement gap. Seeking funding is vital to creating extra educational experiences that complement the existing comprehensive academic program, ultimately aiming to improve student achievement. Unlike other community schools that receive financial support from local businesses and organizations, West Manor Elementary faces challenges in this regard due to a lack of successful private businesses and organizations in the immediate community.

Through the LEADERS OF TOMORROW after-school program, participating students will benefit from targeted interventions in core subjects and curriculum enrichment during after-school and summer programs. All student programs will adhere to a research-based curriculum adopted and implemented by the Atlanta Public Schools System. In addition to emphasizing student achievement, LEADERS OF TOMORROW aims to enhance student success by focusing on increased parental support through a Parent Academy. LEADERS OF TOMORROW presents a well-rounded and comprehensive academic program with the overarching goal of narrowing the achievement gap and ensuring student success.

(Word count is 1036)

Goals

West Manor Elementary requires the 21st CCLC grant to launch LEADERS OF TOMORROW after-school and summer enrichment programs for the 2024-2025 school year. This program aims to significantly improve students' academic proficiency in Reading, Math, and Science. It has been noticeable that the lack of structured enrichment programs, as well as after-school and summer initiatives, reduces the students' opportunity to demonstrate proficiency in EOC, EOG, and regular in-class assessments for 3rd through 5th graders in mathematics, reading, and science.

Despite West Manor having implemented in-school interventions in reading, mathematics, and science to enhance students' academic success, the 21st CCLC grant is seen as an appropriate channel to address persistent academic and social gaps that affect our scholars. With this grant, people involved in the West Manor Elementary community aim to reduce the academic gaps by implementing different learning experiences that go beyond the conventional classroom. It will also provide the opportunity to help our students gain suitable skills and social standards that will lead them to succeed in the global context.

While this program is designed to provide extracurricular activities that distract students from negative activities in the community, it is necessary to emphasize that West Manor will also support parents by conducting parent-student workshops that will increase their awareness of how to guide their children across various social and academic subjects. These efforts are directed to contribute to the overall success and impact of families in their children's education process.

During the initial two years of activities, West Manor aims to make significant progress in achieving the proposed goals and objectives, specifically focusing on increasing students' academic proficiency in Reading, ELA, Math, and Science. The outlined objectives for the initial two years are as follows:

1. Enhance students' knowledge and academic performance in Reading, Mathematics, and Writing by implementing tutorials that integrate Science, Technology, Engineering, and Math (STEM) through informational text.
2. Increase parental involvement and communication by providing continuous support through educational sessions covering literacy training, technology, career readiness, parenting support, and community resources. This aims to foster greater academic achievement among students.
3. Improve the instructional practices of teachers, ensuring they deliver high-quality instruction in English language arts, mathematics, and writing.
4. Promote good citizenship and reduce behavior problems through character education and a range of academic and non-academic enrichment activities.

While achieving academic success remains a primary focus, our aim extends beyond, striving to actively engage students and bring about noticeable improvements both academically and socially. Not only Teachers, but also parents will notice positive behavior changes, increased enthusiasm for learning, and heightened motivation across all subjects in students who consistently participate in our programs.

In the second year of implementation, West Manor students will persist in making progress toward achievable goals for student growth and achievement. For that reason, we will take into account not only the advice of the External Evaluator; but also the Georgia Milestones Assessment results that will enable our program to assess current and ongoing objectives to support our students in their learning process.

Since West Manor Elementary is a high-needs Title I school, the 21st CCLC grant should be granted to enable it to offer the targeted additional support for its students, parents, and the surrounding community. The 21st CCLC grant serves as a vital resource to provide students with the opportunity to engage in dynamic academic activities that significantly enhance their academic performance. Moreover, the grant allows for the nurturing of children through exposure to collaborative learning activities, STEM educational initiatives, and diverse social and cultural educational experiences that would be otherwise unattainable without the invaluable resources facilitated by the 21st CCLC grant.

Participants in the LEADERS OF TOMORROW program will benefit from targeted interventions in core subjects and curriculum enrichment through after-school and summer programs. All student programs will adhere to a research-based curriculum adopted and implemented by the Atlanta Public Schools System aiming to reduce learning gaps and ensure student success.

Program Name: Leaders of Tomorrow

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Increase student knowledge and academic performance in Reading, Mathematics, and Writing with tutorials integrating embedded Science, Technology, Engineering, and Math (STEM) through informational text.	<p>1.1) Sixty percent (60%) of regular attendees (students attending 30 or more days) in grades K — 5 will meet or exceed the standard in Reading.</p> <p>1.2) Fifty-five percent (55%) of regular attendees (students attending 30 or more days) in grades K — 5 will meet or exceed the standard in writing.</p> <p>1.3) Fifty-five percent (55%) of regular attendees (students attending 30 or more days) in grades K — 5 will meet or exceed the standard in Mathematics</p>	<p>1.1) The objective will be measured by reading scores on the Georgia Milestones End of Grade Assessment and MAP tests.</p> <p>1.2) The objective will be measured by scores on the Georgia Milestones End of Grade Assessment and MAP tests.</p> <p>1.3) The objective will be measured by Math scores on the Georgia Milestones End of Grade Assessment and MAP tests.</p>	<p>1.1.1) Tutorials in reading instruction and literacy, integrating technology utilizing Study Island.</p> <p>1.1.2) Staff development in small-group literacy instruction and culturally responsive teaching practices.</p> <p>1.1.3) Daily enrichment schedule providing opportunities in STEM (robotics/coding); physical development (tennis/soccer)</p> <p>1.2.1) Tutorials In reading instruction and literacy, integrating technology and utilizing I-Ready and Study Island</p> <p>1.2.2) Staff development in mathematics instruction and culturally responsive teaching practices.</p> <p>1.3.1) Tutorials in Math instruction and literacy, integrating technology and utilizing I-Ready and Study Island.</p>	<p>1.1.1) Weekly throughout the year and during the summer academy.</p> <p>1.1.2) Three (3) staff development sessions scheduled throughout program year</p> <p>1.1.3) Daily throughout the program year</p> <p>1.2.1) Daily throughout the program year</p> <p>1.2.2) Three (3) staff development sessions scheduled throughout program year</p> <p>1.3.1) Weekly throughout the project year and summer academy.</p>
2) Increase parental involvement and communication with ongoing support through educational sessions in literacy training, technology, career readiness, parenting support, and community resources to foster students' academic achievement.	<p>2.1) Ten percent (10%) of parents of regular attendees (students attending 30 or more days) will attend at least four (4) school-sponsored events such as parent conferences, curriculum night, open house, and PTA/PTO.</p> <p>2.2) Ten percent (10%) of parents of regular</p>	<p>2.1) Attendance rosters or office sign-in sheets containing parents who participated in workshops or events.</p> <p>2.2) Attendance rosters or office sign-in sheets containing parents who participated in the event</p>	<p>2.1.1) Participation in at least one activity per month during the project year</p> <p>2.2.1) Establish regular communication with parents monthly through newsletter.</p>	<p>2.1.1) Monthly throughout the project year</p> <p>2.2.1) Monthly throughout the project year</p>

	attendees (students attending 30 or more days) will attend at least four (4) parent workshops related to academic support			
3) To promote citizenship and decrease behavior problems through character education and enrichment of both academic and non-academic.	<p>3.1) Twenty-five percent or less (05%) of regular attendees (students attending 30 or more days) in grades K-5 will receive discipline referrals during the regular school day</p> <p>3.2) Ninety-five percent (95%) of regular attendees (students attending 30 or more days) will attend school during the regular school day at least 95% or better.</p>	<p>3.1) Student discipline referrals will be used to measure discipline.</p> <p>3.2) Attendance Charts for after-school and regular school days will be used to measure attendance.</p>	<p>3.1.1) Afternoon check-ins and teambuilding activities to promote social-emotional learning and Growth Mindset</p> <p>3.2.1) Attendance check at the end of the school day.</p>	<p>3.1.1) Weekly throughout the Leaders of Tomorrow program and during the summer academy</p> <p>3.2.1) Weekly throughout the Leaders of Tomorrow program and during the summer academy</p>

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

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

1) Increase student knowledge and academic performance in Reading, Mathematics, and Writing with tutorials integrating embedded Science, Technology, Engineering, and Math (STEM) through informational text.

In the possible need to move to temporary virtual or digital learning, the Leader of Tomorrow program can still effectively meet the needs of students and the community through virtual learning sessions via the Atlanta Public School's Zoom platform. This platform will allow teachers to engage with students in real-time, not only to provide academic support, but also to provide educational websites, interactive learning modules, and digital textbooks that focus on improving reading, mathematics, and writing skills while integrating STEM content. Additionally, teachers and students will use Google Classroom platform where all daily assignments will be posted.

The leaders of Tomorrow Staff will use Zoom since this platform has shown great Cybersecurity Measures like passwords to get into a virtual room, easy to kick out unwanted people, and the ability to record what is taught in real-time. In addition to this, all participants of the Leader of Tomorrow program will receive training on best practices for online safety and data protection.

2) Increase parental involvement and communication with ongoing support through

educational sessions in literacy training, technology, career readiness, parenting support, and community resources to foster students' academic achievement.

The Leaders of Tomorrow Program will engage parents and the community in the virtual mentoring program by providing regular updates on the school's social media profiles, hosting virtual parent meetings and workshops through Zoom, and soliciting feedback on program effectiveness. In addition to this, parents will find a variety of supporting assignments in Google Classroom. These assignments will be checked by the teachers, site coordinator, and program manager.

3) To promote citizenship and decrease behavior problems through character education and enrichment of both academic and non-academic.

Promoting citizenship and decreasing behavior problems through character education and enrichment in virtual learning environments requires including lessons on citizenship in the virtual curriculum. Teachers will discuss topics such as responsibility, respect, empathy, honesty, and teamwork. In addition, teachers will facilitate peer mentoring programs to encourage students to support and uplift each other, both academically and emotionally. Moreover, teachers will discuss with students the importance of internet safety, online etiquette, and digital privacy. Encouraging respectful and responsible behavior in virtual communication and collaboration. Also, the Leaders of Tomorrow program will schedule regular check-ins with students to address any concerns, provide emotional support, and reinforce positive behavior. We will create virtual office hours or small group sessions to offer individualized attention and guidance.

Program Name: Leaders of Tomorrow

B. Quality Contact Time (5 Points)

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

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

The LEADERS OF TOMORROW program will be active for 32 weeks during the regular academic school year, running from 2:45 p.m. to 6:15 p.m., and serving 120 students. Each student will receive 14 hours per week of academic enrichment program services.

The program components include daily provision of healthy snacks, homework assistance, core academic tutorial/extension, and project-based learning opportunities for grades Kindergarten through 5th. This will be conducted four days a week for 2.5 hours of academics and 1 hour of daily participation in academic/recreational enrichment courses from Monday to Friday.

During the 4 weeks of the Summer Academy, 120 Kindergarten through 5th-grade students and their families will be served between 9:00 a.m. and 2:00 p.m. Students will receive a minimum of 25 hours of academic enrichment during this summer session, involving service learning projects, cultural arts experiences, and academic field trips. This structured quality contact time is designed to maximize students' learning and socio-emotional development.

Academic and enrichment activities will be delivered in an engaging, student-centered, project-based manner, connecting real-world experiences during both the after-school and summer sessions. This will be facilitated not only by academic and enrichment instructors but also by mentors and volunteers from the community. Additionally, various parent involvement strategies and family activities will be implemented throughout the project year.

(Word count is 208)

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

West Manor Elementary School

After School Program: [West Manor Elementary School_as_program_237_167.pdf](#)

Summer Program: [West Manor Elementary School_sb_program_237_167.pdf](#)

21st CCLC SITE PROFILE FORM (2024-2025)					
21st CCLC Site Name	West Manor Elementary School			County	GA
Physical Address	570 Lynhurst Dr SW				
City	Atlanta		Zip Code	30311	
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>				
Before School	Before School		Student data is		
After School K-5	After School		120	from Funding	
Weekends/Holidays	Weekends/Holidays		Request Worksheet		
Summer K-5	Summer		120		
Enrichment Student to Staff Ratio	Academic Student to Staff Ratio				
15:1	12:1				
SITE CONTACT INFORMATION					
Site Contact Name	Reginal Lawrence	Phone	4047138765	Email	rmlawrence@atlanta.k12.ga.us
Regular School Year Program for Students					
AFTER SCHOOL PROGRAM Site Schedule					
After School Program Start Date	09/09/2024				
After School Program End Date	05/16/2025				
Total # Days After School	120				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 3:00 PM)	2:45 PM	2:45 PM	2:45 PM	2:45 PM	
Service End Time (e.g., 6:00 PM)	6:15 PM	6:15 PM	6:15 PM	6:15 PM	
					Total Weekly Hours After School 14.00 of 14.00 hours
Summer Programs for Students					
Summer Site Schedule for Typical Week					
Summer Program Start Date	06/03/2025				
Summer Program End Date	06/28/2025				
Total # Days Summer Program	20				
	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	9:00 AM
Service End Time (e.g., 4:00 PM)	2:00 PM	2:00 PM	2:00 PM	2:00 PM	2:00 PM
					Total Summer Hours per Week 25.00 of 25.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)					
Adult Education Site Program Schedule					
Dates Site Open (Adults)					
Dates Site Closed (Adults)					
Total # Days	0				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 6:00 PM)					
Service End Time (e.g., 8:00 PM)					
					Total Adult Hours per Week 0.00

Program Name: Leaders of Tomorrow

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 Leaders of Tomorrow program aims to identify and enlist 120 students from Kindergarten to 5th grade, covering a diverse range of academic performance levels to increase their academic results in the core subjects. The recruitment process for the Leaders of Tomorrow program will be structured into three tiers. Tier I (Exceeds) will encompass students displaying proficiency in reading, math, and science; Tier 2 (Meets) will include students progressing towards proficiency through effective instruction; and Tier 3 (Does Not Meet) is tailored for students requiring intensive, targeted intervention, identified as the most at-risk in core academic subjects.

It is important to highlight that students falling into Tier 3, specifically those who do not meet grade level expectations in reading, math, science, and social studies, will have priority access to the initial available slots. Parents will be informed about the significance of the Leaders of Tomorrow program at West Manor through the distribution of brochures, newsletters, registration forms, and the school website. The Principal, Program Manager, and Parent Liaison will articulate the Academy's vision during the first PTO meeting and Open House.

To ensure the success of student enrollment, the Program Manager, and the Parent Liaison will lead recruitment strategies such as: (1) aligning the program with participants' needs by offering activities to catch student and parent interests; (2) emphasizing the significance of participation to participants and their families; and (3) directly engaging with participants, their families, and the community. These strategies will also help to keep students' participation in the program.

Finally, students will have the chance to earn Leaders Bucks to encourage regular participation, positive behavior, and achievements. The Leaders Bucks will allow students to get incentives at the end of every two weeks. In fact, we aim to motivate perfect attendance and model behavior of the Leaders of Tomorrow program.

(Word count is 296)

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Program Name: Leaders of Tomorrow

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 Site Coordinator will report to the program director. The Site Coordinator's role involves supporting the Program Director in the day-to-day operations of the program. Responsibilities cover but are not limited to, collaborating with the program director to plan and execute all student and parent activities; gathering data from students and parents; supervising program staff, students, and volunteers; overseeing and monitoring the instructional program; daily and weekly communication with the Program and school staff; and submitting the necessary data for grant reports. Qualifications for the Site Coordinator position include a minimum of three years of work experience in social work, education, or youth development, with a preference for a bachelor's degree in education, social work, or psychology.

Instructors for the program will be certified teachers, meeting the standards set by the Georgia Professional Standards Commission. They must possess at least a bachelor's degree and have prior classroom teaching experience. All certified teachers will develop and implement meaningful and ongoing lessons and activities for students to develop and strengthen their academic skills. In addition, teachers will review student action plans with the Program Director and classroom teacher for effective program implementation as well as comply with all Atlanta Certified Public Schools policies and procedures. Moreover, enrichment instructors must exhibit proficiency in their specific area of activity and possess experience working with students.

The Administrative Assistant role includes the execution of all clerical and administrative responsibilities for the Leaders of Tomorrow program. This position demands significant organizational skills along with the preparation of reports and financial data. Also, it is necessary to have strong communication skills and proficiency in Microsoft Office. The candidate needs to have at least a high school diploma for this position.

Parent Liaison will develop and sustain positive relationships with students, parents, and the community by fostering school-family relationships to enhance students' learning process. In addition, the parent liaison will keep parents informed about conferences and coordinate their organization.

On the other hand, professional development is an integral component of the Leaders of Tomorrow program. Professional development will be aligned with state academic standards and Georgia ASYD standards while addressing both the academic and social requirements of students. The professional learning sessions will cover various areas, including but not restricted to:

- Participation in the Georgia After School and Youth Development Conference and Webinars
- Engagement in Afterschool Alliance webinars, both on-demand and through live streaming
- Completion of CPR Training
- Training in Crisis Prevention Intervention (CPI)
- Implementation of instructional strategies for teaching reading, math, and STEM
- Integration of Growth Mindset and Social-Emotional Learning
- Attendance in 21st Century Community Learning Center trainings and webinars
- Additional training based on staff input, needs assessment, and the requirements of students and parents.

Additionally, The Leaders of Tomorrow program aims to create a partnership with Benjamin E. Mays High School for a mentoring program involving high school volunteer students. By creating this partnership we hope to make an impact in both students' institutions lives. We want students to develop positive role models; help as academic support; develop socio-emotionals skiils;and create a Leadership mindset.

(Word count is 511)

Is the program director known at this time? ☐ Yes ☒ No
If so upload their résumé.

Partners Table

Program Name: Leaders of Tomorrow

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Atlanta Public Schools	SD	In-Kind	\$0.00	Provides grant management support, technical support, human resources and account services

Program Name: Leaders of Tomorrow

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.

An Advisory Council will be established, and it will be formed by the school principal, academic coach, reading and math interventionist, three teachers, two students, two families, and the parent liaison. This advisory council will meet regularly to find strategies, make decisions, and serve as advisors to contribute to the Leaders of Tomorrow Afterschool program's success. These meetings will be held twice a year at times determined by the committee. There will also be constant communication updates to allow members to contribute with their input to the program's operations.

The role of Advisory Council members will be to offer insights on management, seek advice from stakeholders regarding the program's strengths and weaknesses, and implement a sustainability plan to ensure the program operates beyond the 21st CCLC grant funding. The Advisory Council will be actively advocating for the program's objectives, strategic directions, and successful outcomes in students' learning process.

On the other hand, Atlanta Public Schools District, in collaboration with the US Department of Agriculture Food and Nutrition Services will serve daily snacks to the students who participate in the program. Leaders of Tomorrow's afterschool program will not have to look for funding for students' snacks, as the program is automatically provided to after-school programs in schools where 50% or more of students qualify for free or reduced-priced meals. The school's cafeteria manager will order snacks based on the average daily attendance, and the site coordinator and program director will supervise this that will also distribute them to every student.

(Word count is 248)

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

Atlanta Public Schools

MOA: [Atlanta Public Schools_moa_237_614.pdf](#)

West Manor Elementary School

MOA: [West Manor Elementary School_moa_237_121.pdf](#)

Program Name: Leaders of Tomorrow

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.

The Leaders of Tomorrow Program's Manager will actively promote afterschool tutoring, summer enrichment, and parent/family services through various channels such as the school webpage, emails, and the school's call system. These efforts aim to keep parents and the community informed about all events related to the program. In addition to this, the site coordinator will also engage with parents through the webpage, emails, and the call system, when needed, to share crucial information and upcoming events. Additionally, to ensure accessibility for Spanish speakers, all printed materials and calls will be available in both English and Spanish.

Moreover, the Leaders of Tomorrow staff will maintain regular communication, weekly or monthly as necessary, with West Manor homeroom teachers and administration aiming to monitor the program goals and the students' continuous growth. Furthermore, the Leaders of Tomorrow program Director, Site Coordinator, instructional staff, and West Manor instructional staff will specifically work together to gather accurate and relevant data related to student grades, Individualized Education Plans (IEPs), schoolwide benchmarks, and district and state test results to coordinate academic instructional components, including anecdotal notes, student progress reports, and behavior forms on a weekly/monthly basis.

(Word count is 192)

Program Name: Leaders of Tomorrow

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.

Leaders of Tomorrow program is committed to providing secure and punctual transportation for students participating in the after-school and summer programs. The transportation procedures will be aligned with the on-site Emergency Plans of West Manor Elementary as implemented by Atlanta Public Schools. In addition to this, it is necessary to highlight that school liability insurance will cover the transportation of 21st Century students to and from school, as well as all related activities as mandated by the Georgia Department of Education. Also, parents will be informed of all the details about bus transportation during a fall parent orientation meeting, and any additional information regarding transportation throughout the school year will be sent home with students.

Bus drivers will have annual training in safety, student discipline, and emergency procedures as required by state law. The program will aim to transport students between the school site and home within a 45-minute timeframe; consequently, a bus schedule for the after-school program will be created by the Atlanta Public Schools transportation department, and parents and students will receive a copy of it. During and after the school year, parents and students will be surveyed to assess transportation efficiency, including adherence to the bus schedule and the friendliness of bus drivers.

On the other hand, West Manor facilities, along with the available school resources, are more than sufficient to ensure a safe environment for all students. The school building and buses are handicapped-accessible and compliant with the Americans with Disabilities Act (ADA). In addition to this, parent permission slips will be required for all students participating in off-site activities and all student emergency information, parent contact details, and student pick-up/drop-off will be

recorded and maintained by the Leaders of Tomorrow administrative staff. In the event of early dismissal or car pick-up for students, Leaders of Tomorrow administrative staff and main office employees will verify the identification of individuals picking up the children.

(Word count is 318)

Program Name: Leaders of Tomorrow

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.

Leaders of Tomorrow program team will collect data to track the individual progress of students involved in the program; this includes data from Reading and Math classroom assessments, local district assessment scores, Georgia Milestones data, as well as surveys from students, parents, staff, and volunteers. The Program Director will actively communicate with all stakeholders and program partners regarding the program's status, financial requirements, and sustainability needs. We aim to establish Sustainability Committee that will work collaboratively to find sponsors within the community and faith-based organizations to ensure that our program becomes a valuable asset to both our students and the community in the years to come. These organizations will provide support in areas such as volunteers, parent education, enrichment classes, snacks, and professional development for people involved in the program.

Also, Leaders of Tomorrow team will continue to seek support from the Atlanta Public School System, requesting in-kind contributions and resources such as technology services, facilities, office and classroom spaces, custodial services, and recreational facilities. In addition to this, the contributions from our business partners will play a crucial role in reducing the overall program costs. The committee will establish a specific donation goal and work hard to achieve it. Additionally, the Sustainability Committee will actively explore different grants offered by sponsors to promote sustainability and ensure the success of the program.

Sustainability Plan – Years One through Five

Year One:

The Leaders of Tomorrow program plans to utilize grant funds to cover essential expenses such as operating costs, staff, instructional and enrichment supplies, as well as equipment, specifically, non-consumable instructional resources, including math manipulatives, leveled readers, STEM materials, and enrichment materials. All these materials will be used throughout the entire five-year grant cycle.

In the first year, sustainability from other major funding sources will involve:

- Atlanta Public Schools and West Manor Elementary will provide site facilities, human resources, grant management, and accounting as in-kind contributions.
- The US Department of Agriculture Food and Nutrition Services After-School Snack Program, through Atlanta Public School District, will supply daily snacks for the program and meals for the summer session at no cost.
- Local businesses and program partners donating food and snacks for staff training, family, and parent events.

To secure additional funding sources, the Advisory Council will initiate a list of potential grant sources for future support, including entities like Greater Atlanta, Atlanta Braves Foundation, Atlanta Falcons Youth Foundation, Atlanta Foundation, Chick-fil-A Foundation, Coca-Cola, and Kroger Foundation. The home offices for these foundations are located in the Atlanta area and will allow a close working relationship.

Year Two:

The Leaders of Tomorrow program plans to utilize grant funds to cover essential expenses such as operating costs, staff, instructional and enrichment supplies, as well as equipment, specifically, non-

consumable instructional resources, including math manipulatives, leveled readers, STEM materials, and enrichment materials. All these materials will be used throughout the entire five-year grant cycle.

In the second year, sustainability from other major funding sources will involve:

- Atlanta Public Schools and West Manor Elementary will provide site facilities, human resources, grant management, and accounting as in-kind contributions.
- The US Department of Agriculture Food and Nutrition Services After-School Snack Program, through Atlanta Public School District, will supply daily snacks for the program and meals for the summer session at no cost.
- Local businesses and program partners donating food and snacks for staff training, family, and parent events.
- Two Fund Raising activities. One at the beginning of the school year and the other in the middle of the school year.

To secure additional funding sources, the program will have the Advisory Council expand a list of potential grant sources. The Leaders of Tomorrow program will aim to keep the partnership from Year One and enlist more community partners. The program also aims to create a partnership with Benjamin E. Mays High School for a mentoring program involving high school volunteer students.

Year Three:

The Leaders of Tomorrow program plans to utilize grant funds to cover essential expenses such as operating costs, staff, instructional and enrichment supplies, as well as equipment, specifically, non-consumable instructional resources, including math manipulatives, leveled readers, STEM materials, and enrichment materials. All these materials will be used throughout the entire five-year grant cycle.

In the third year, sustainability from other major funding sources will involve:

- Atlanta Public Schools and West Manor Elementary will provide site facilities, human resources, grant management, and accounting as in-kind contributions.
- The US Department of Agriculture Food and Nutrition Services After-School Snack Program, through Atlanta Public School District, will supply daily snacks for the program and meals for the summer session at no cost.
- Local businesses and program partners donating food and snacks for staff training, family, and parent events.
- Two Fund Raising activities. One at the beginning of the school year and the other in the middle of the school year.

To secure additional funding sources, the program will have the Advisory Council expand the list of potential grant sources. The Leaders of Tomorrow program will aim to keep the partnership from previous years and enlist more community partners. The program will hopefully have established a partnership with Benjamin E. Mays High School for a mentoring program involving high school volunteer students and establish a partnership with the American Institute of Aeronautics and Astronautics to support with their expertise STEM education sessions and workshops for our children and staff. We will also continue our strategies from Year One and seek support from more community business partners.

Year 4

The Leaders of Tomorrow 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 the fourth year, Leaders of Tomorrow program sustain funding through various means:

- Atlanta Public Schools and West Manor Elementary will provide site facilities, human resources, grant management, and accounting as in-kind contributions.
- The US Department of Agriculture Food and Nutrition Services After-School Snack Program, through Atlanta Public School District, will supply daily snacks for the program and meals for the summer session at no cost.
- Local businesses and program partners donating food and snacks for staff training, family, and

parent events.

- Two Fund Raising activities. One at the beginning of the school year and the other in the middle of the school year.

- The American Institute of Aeronautics and Astronautics will contribute expert volunteers for STEM education sessions.

To secure additional funding, we'll expand our list of potential grant sources with input from the Advisory Council. We aim to keep a partnership with the American Institute of Aeronautics and Astronautics to support with their expertise STEM education sessions and workshops for our children and staff. We will also continue our strategies from Year One and seek support from more community business partners.

Year 5

In the fifth year, the Leaders of Tomorrow program will use grant funds to cover operating expenses, staff salaries, instructional materials, and equipment maintenance. While all reusable resources for teaching and enrichment have been acquired in previous years, there will be a 20% decrease in grant funding.

To sustain operations, we will rely on various funding sources:

- Atlanta Public Schools and West Manor Elementary will provide site facilities, human resources, grant management, and accounting as in-kind contributions.

- The US Department of Agriculture Food and Nutrition Services After-School Snack Program, through Atlanta Public School District, will supply daily snacks for the program and meals for the summer session at no cost.

- Local businesses and program partners donating food and snacks for staff training, family, and parent events.

- Two Fund Raising activities. One at the beginning of the school year and the other in the middle of the school year.

- The American Institute of Aeronautics and Astronautics will contribute expert volunteers for STEM education sessions.

The Leaders of Tomorrow program is committed to sustaining funding by establishing a Sustainability Committee to secure sponsorships from community and faith-based organizations, ensuring the program's sustainability and impact. We also aim to collaborate with Atlanta Public Schools, local businesses, and program partners, possibly other grants and contributions to reduce the overall program costs. Through these strategic efforts and partnerships, we aim to create a lasting impact and provide a supporting environment for the development of our students' learning process in Years One through Five and the ones to come.

(Word count is 1393)

Program Name: Leaders of Tomorrow

IV. Evaluation (10 Total Points)

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

The narrative must include a description of the qualifications of the evaluator. Please note it is not necessary or expected that the applicant know the identity of the evaluator at this time, however, the applicant must address the qualifications it will seek in an evaluator. The applicant must continue by providing a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments. The plan must be based on established

performance measures previously identified in the *Goals, Objectives, Activities, and Timeframe* table. In addition, the evaluation plan should address the requirements detailed in the *GaDOE's expected reporting outcomes* section of this RFP. Importantly, the plan must address how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress. Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

The evaluation will be carried out independently by an external evaluator. We will seek a candidate who offers services such as independent evaluations, data collection, strategic planning, evaluation design, program implementation strategies, report writing, and grant application development; and also, wide knowledge about local and federal program evaluation processes. In addition to this, the program evaluator will need to have a background in evaluation, development, proposal writing, educational and community assessment, and classroom teaching techniques. Moreover, the external evaluator will work closely with the program staff and administration team to ensure a comprehensive and meaningful evaluation process.

The evaluation of the Leaders of Tomorrow after-school program will be complete and organized, involving the gathering, analysis, interpretation, and sharing of information. This process will assess how well the program meets the needs of students, the school, parents, and the community aiming to identify areas for improvement to ensure ongoing quality. We will focus our efforts on looking into various data, including student demographics, attendance, and activities related to the program's main focuses: reading, math, and writing performance, professional development, and parental involvement.

The evaluation will deliver meaningful data about the quality of the service provided to students. It will provide feedback to program staff and recommendations to the advisory council that will benefit the operation of the program and our educational community. Our evaluation will use both quantitative and qualitative measures to determine performance, services, and behavior outcomes. It will also cover both the process (formative) and the impact (summative) of the program on our target population. All the information gathered for evaluation will relate to the goals and objectives provided in the grant application. These goals, objectives, activities, and timeframe details are displayed in the goals table previously provided.

Goal 1: Increase student knowledge and academic performance in Reading, Mathematics, and Writing with tutorials integrating embedded Science, Technology, Engineering, and Math (STEM) through informational text. 1.1) Sixty percent (60%) of regular attendees (students attending 30 or more days) in grades K-5 will meet or exceed the standard in Reading; 1.2) Fifty-five percent (55%) of regular attendees (students attending 30 or more days) in grades K-5 will meet or exceed the standard in Writing; 1.3) Fifty-five percent (55%) of regular attendees (students attending 30 or more days) in grades K-5 will meet or exceed the standard in Mathematics; 1.4) Sixty percent (60%) of regular attendees (students attending 30 or more days) in grades K-5 will maintain or improve their grade in Reading; and 1.5) Sixty percent (60%) of regular attendees (students attending 30 or more days) in grades K-5 will maintain or improve their grade in Mathematics. We will gather information to support Goal 1 from the Reading and Math diagnostic tests, conducted by Atlanta Public Schools District. Also, the Georgia Milestones Student scores obtained will be used to establish each year's goal at the beginning of the program year. The Program Director will ask the school principal for MAP assessment scores in the fall, winter, and spring after each test administration. This data will then be provided to an external evaluator for examination and analysis. Additionally, the Program Director will request the report card grades every 90 days.

Goal 2: Increase parental involvement and communication with ongoing support through educational sessions in literacy training, technology, career readiness, parenting support, and community resources to foster students' academic achievement. 2.1) Ten percent (10%) of parents of regular attendees (students attending 30 or more days) will attend at least four (4) school-sponsored events such as parent conferences, curriculum night, open house, and PTA/PTO. 2.2) Ten percent (10%) of parents of regular attendees (students attending 30 or more days) will attend at least four (4) parent workshops related to academic support. After every parent event, the site director will gather sign-in sheets and parent surveys. Then, s/he will hand these sheets and surveys to the program director for entering the data. The Program Director will then pass on this information to an external evaluator for examination and analysis. Additionally, during the spring, parents and guardians will receive an end-of-year program survey to gather their input and focus on areas for improvement to enhance the program's effectiveness.

Goal 3: To promote citizenship and decrease behavior problems through character education and enrichment of both academic and non-academic. 3.1) Twenty-five percent or less (05%) of regular attendees (students attending 30 or more days) in grades K-5 will receive discipline referrals during the regular school day; 3.2) Ninety-five percent (95%) of regular attendees (students attending 30 or more days) will attend school during the regular school day at least 95% or better. The site coordinator and Program director will use the student discipline referrals to measure discipline. In

addition to this, attendance charts for after-school and regular school days will be used to measure the attendance of the students.

The Program Director will gather data for each objective before each quarterly meeting of the Leaders of Tomorrow Advisory Council. They will establish a starting point using scores from the administration of the Georgia Milestones End of Grade Assessment and MAP Reading and Math tests, which will be shared during the initial Advisory Council meeting. Both the Program Director and school administrators serving on the Advisory Council will be in charge of collecting and sharing this data with program officials. Additionally, grades and other classroom performance data for specific students will be collected to provide further evidence of the program's effectiveness. Attendance records will be updated monthly, and student grades will be logged quarterly into the Cayen/Afterschool 21 platform, as per the requirements of the Georgia Department of Education. Sign-in sheets from workshops and family engagement sessions will also be collected and submitted as needed by the Georgia Department of Education.

Additionally, regular meetings will be scheduled with the external evaluator to go over data, talk about expectations, and carry out site visits. The Program Director will collaborate closely with the evaluator to set up a timeline and make sure that all data and documents are gathered to carry out ongoing and final evaluations. Also, the latest data will be continuously compared to provide meaningful feedback aiming the effectiveness of the program.

Finally, the program director will submit mid-year and end-of-year evaluation reports (both formative and summative) to the Georgia Department of Education (GaDOE) as needed to track how well the program is meeting its proposed goals and desired outcomes. The findings from these evaluations will be shared with the advisory council and made accessible to all stakeholders, including students, parents, and the community through the school website and/or upon request.

(Word count is 1060)

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: Atlanta Public Schools

[Co-Applicant Guidance](#)

[School Designations](#)

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

☐ No Priority Claimed (0 points)

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

☐ Priority 1: Proposal was submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to the 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: Atlanta Public Schools

Program Name:

Leaders of Tomorrow

Funding Amount

\$333,688.00

Number	Initial Each Box Below	Assurances
1	<input type="checkbox"/> DB	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	<input type="checkbox"/> DB	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	<input type="checkbox"/> DB	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"/> DB	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"/> DB	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"/> DB	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"/> DB	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"/> DB	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	<input type="checkbox"/> DB	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"/> DB	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	<input type="checkbox"/> DB	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"/> DB	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
13	<input type="checkbox"/> DB	<p>Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding:</p> <ul style="list-style-type: none"> • Attendance at orientation, training, and other required meetings • Proposed weekly number of hours of operations (minimum of 12 hours/week) • Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence • Sound fiscal management including following reimbursement process requirements of the grant
14	<input type="checkbox"/> DB	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	DB	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
16	DB	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	DB	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
18	DB	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	DB	Funds shall be used only for financial obligations incurred during the grant period.
20	DB	The Subgrantee will submit its annual budget within 30 days of the grant award.
21	DB	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
22	DB	The Subgrantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1996 and 2 C.F.R. Part 2, Subpart F, "Audit Requirements".
23	DB	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	DB	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	DB	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	DB	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	DB	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	DB	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	DB	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	DB	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	DB	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
32	DB	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	DB	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	DB	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	DB	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	DB	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
37	DB	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	DB	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	DB	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	DB	The 21st CCLC grant has been accepted adapted by the local Board of Education (LEAs) or local Board of Directors (CBOs/Non-LEAs).

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

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

Typed Name of Fiscal Agency Head (required)

Dr. Danielle Battle

Typed Position Title of Fiscal Agency Head (required)

Superintendent

Date (required)

01/30/2024 at 14:43:43

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>Dr. Danielle Battle</u>
Typed Position Title of Fiscal Agency Head (required)	Superintendent
Date (required)	01/30/2024 at 14:43:43