FY2026

SMART

Georgia Department of Education
21st Century Community
Learning Centers

Application Cover Sheet

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

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

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

Has this fiscal agent received 21st CCLC grant funds before? Yes ◉ No ○
If yes, please provide the year of initial funding: 2014

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

◉ **Local Educational Agency**	○ **Non- Local Educational Agency**	○ **Institution of Higher Education**

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

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

Total Funds Requested for:

2025-2026: $232,960.00 **2026-2027 $232,960.00** **2027-2028: $232,960.00**
2028-2029: $209,664.00 **2029-2030: $186,368.00**

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: Karen Wild
Position/Title of Fiscal Agent's Contact Person: Director of School Improvement
Address: 106 Trojan Drive
City: Carrollton Zip: 30117
Telephone: 7708329633 Fax:7708362830
E-mail: karen.wild@carrolltoncityschools.net

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

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

Superintendent
Typed Position Title of Fiscal Agency Head (required)

01/28/2025 at 09:59:33

Date (required) TSAMS

Program Name: SMART Club

Program Abstract

Community Notification and Application Availability
To ensure the community was informed of the intent to apply for the 21st CCLC program, multiple platforms were utilized to disseminate this information widely and equitably. Notifications were shared via the school district's official website, social media channels, and email and texts to parents and stakeholders. Stakeholder input meetings were conducted to engage the community and provide an opportunity for feedback through School Governance Team meetings.
Following submission, the application will be made available to the public through the school district's website. Hard copies of the application will also be accessible at the Carrollton City Schools central office and Carrollton Upper Elementary School upon request. These measures ensure transparency and ongoing community engagement in the 21st CCLC program. The SMART Club (Science, Math, Arts, Reading, and Technology) 21st CCLC program is designed to address critical gaps in academic achievement, behavioral support, and parent engagement for at-risk 4th and 5th grade students at Carrollton Upper Elementary School. Local data and community input reveal that a significant number of students are struggling to meet state and local academic standards, with few affordable after-school or summer options available to provide additional support. Current remediation programs implemented during the school day are insufficient to address the growing needs of students, and no community-based programs offer free services or transportation options to alleviate accessibility barriers.
Program Narrative
The SMART Club will serve 100 at-risk students, offering a comprehensive, evidence-based program during both the school year and summer months. During the school year, students will participate in 12 hours of programming weekly from 2:30 P.M. to 5:30 P.M., Monday through Thursday, while the summer program will provide four weeks of structured activities from 8:00 A.M. to 12:00 P.M., Monday through Thursday. Academic components will include remedial and accelerated education, tutoring, direct instruction, and homework assistance, tailored to support students in achieving state and local standards. Enrichment opportunities will focus on STEM, arts, music, and social-emotional learning, fostering well-rounded development.
Parent engagement is a cornerstone of the program, with activities designed to enhance communication and collaboration between families and the school. Through parent workshops, family events, and ongoing communication, the program seeks to build meaningful partnerships that promote student success.

Following the Georgia Afterschool Standards, the SMART Club will implement a flexible, developmentally appropriate daily schedule that promotes physical, social, and cognitive growth. Activities will be well-organized, engaging, and designed to provide students with opportunities to acquire new skills. The program's ultimate goal is to create a safe, supportive, and stimulating environment where students can thrive academically, socially, and emotionally. By addressing these needs holistically, the SMART Club aims to close achievement gaps, foster positive behaviors, and strengthen the bond between families and schools, ultimately ensuring that students have the tools they need to succeed.

(Word count is 465)

Program Name: SMART Club

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 RFA. 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.

In preparation for the FY 25 21st Century Community Learning Center (21st CCLC) grant application, Carrollton City Schools Director of School Improvement, Karen Wild reconvened the SMART Club Advisory Board, a diverse and experienced stakeholder team originally established in 2009. This committee was tasked with conducting a comprehensive needs assessment and designing the proposed program. The Advisory Board included Dr. Anna Clifton (Assistant Superintendent of Teaching and Learning), Ginger Harper (Director of Federal Programs), Mary Raburn (Director of Student Services), Tabitha Walker (CUES Principal), Aliyah Rivera (SMART Site Coordinator), Jeremy King (CUES AP), Freddy Bennett, Karee Payne and Tina Turner (CUES teacher), Emily Jiles and Leanne Allen (CUES Parents), and Lindsay Faircloth (Community Member), was tasked with conducting a comprehensive needs assessment to identify critical gaps and opportunities for improvement.educators, administrators, curriculum specialists, parents, students, and community/business partners, reflecting a broad spectrum of perspectives and expertise.

The process began in May, with the Advisory Board reviewing longitudinal system and school data, including CCRPI reports, Georgia Milestones Assessment Data, free/reduced lunch status, demographic profiles, and additional metrics such as attendance, discipline, truancy, and mobility rates. This data was supplemented by community information sourced from the Carroll County Chamber of Commerce, UGA's Georgia Statistics System, Kids Count, the U.S. Census, and the Georgia County Guide. Relevant community data included poverty and unemployment rates, adult education attainment, and median household income.
Stakeholder input was gathered through surveys, interviews, and focus groups with students, parents, and community representatives. To ensure private school participation, certified invitations were sent on October 4, 2023, inviting private schools to a consultation meeting on November 8, 2023, to discuss their students' needs and potential collaboration opportunities.

The analysis of system, school, and community data, along with stakeholder feedback, revealed critical barriers to success for at-risk students at Carrollton Upper Elementary. Over 100 students were identified as at risk due to academic failure, economic disadvantage, homelessness, English language learner status, disabilities, or a history of discipline referrals. These barriers, often rooted in generational poverty, highlighted gaps in academic and enrichment services available to these students. Current community programs are either inaccessible due to cost or lack transportation, exacerbating these challenges.
The Advisory Board used this comprehensive assessment to prioritize needs such as parent engagement, academic remediation, and enrichment opportunities. The resulting program proposal ensures that 21st CCLC funds will be used to supplement—rather than replace—existing federal, state, and local resources by integrating efforts and leveraging partnerships for maximum impact. This collaborative and data-driven process ensures the proposed program aligns with the needs of the students and the broader community, fostering long-term academic success and socio-emotional development.

Private School Consultation

On October 23, 2024, six local private schools in the surrounding area were contacted via certified mail and invited to attend a consultation meeting for all federal grant programs. Of the six private schools invited for equitable services consultation, only one (Liberty Eagle) is located within the geographical boundary and attendance area of Carrollton City Schools. While invited to attend, Liberty Eagle currently and historically does not have non-profit status and is not eligible to participate in equitable services. The 21st CCLC program coordinator attended the meeting to discuss potential needs and services. Documentation of this meeting is recorded in Carrollton City Schools ES4PS uploads.

Identifying At-Risk Students and Program Design
Based on the comprehensive needs assessment, the SMART Club Advisory Committee identified 100 students in grades 4th and 5th who were at risk of not meeting grade-level benchmarks and state standards. These students were identified based on factors such as retention, failure to meet state standards, low performance on benchmark assessments, and specific student demographics, including homelessness, migrant status, English Learner status, and disabilities.

The committee determined that there was a significant need for free, high-quality afterschool and

summer programs to support these at-risk students. While some community-based programs offered after school child care and homework assistance, there were no academically-focused programs with free transportation options.
To address these identified needs, the SMART Club program, located on the Carrollton Upper Elementary School campus, will provide a range of academic and enrichment opportunities aligned with the Georgia Afterschool Standards and the Georgia Performance Standards (GPS). These services will include tutoring and direct instruction in reading, writing, and mathematics, homework help, and academic enrichment activities such as STEM, recreational activities, and technology lab. Additionally, the program will incorporate a strong parent involvement component to provide parents with the tools to support their children's academic development.

City Schools strategically coordinates state, local, and federal funding to maximize the impact and sustainability of the SMART Club, our 21st Century Community Learning Centers (21st CCLC) afterschool program. Federal 21st CCLC grant funds serve as the foundational source of support, directly financing high-quality academic enrichment, tutoring, student engagement activities, and family literacy opportunities.

To enhance and extend the reach of these federal dollars, Carrollton City Schools aligns additional state and local resources to strengthen program operations. State funds support ongoing professional development for all teachers, equipping them with research-based strategies to meet the academic and social-emotional needs of at-risk students served in the 21st CCLC program. Title III funds support specialized materials and service within SMART Club for English learners. Program spots are reserved for FIT students, ensuring our most vulnerable students have additional academic support and enrichment opportunities. The Carrollton City Schools Nutrition Department supports the SMART Club by providing daily snacks during the school year and breakfast and lunch during the summer from the federally funded summer feeding grant. Local funds contribute to essential program components such as transportation maintenance, facility use, and instructional materials.

Beyond governmental funding, the SMART Club thrives through robust collaboration with community partners and invested individuals. Building strong partnerships with parents, local businesses, community organizations, and foundations helps leverage additional resources—both financial and in-kind—to support and expand tutoring and enrichment opportunities. Local businesses, foundations, and parent-teacher organizations (PTOs/PTAs) often provide direct funding, in-kind donations, or volunteer support that enhances the after-hours programming experience for students.

This braided and collaborative funding approach ensures that all available resources are used efficiently and effectively. Through intentional coordination, community engagement, and fiscal oversight, Carrollton City Schools sustains a dynamic, high-impact extended learning environment that supports academic achievement, equity, and long-term student success.
(Word count is 1043) 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.

The Carrollton Upper Elementary School (CUES) needs assessment for the proposed 21st CCLC program revealed significant achievement and support service gaps for at-risk students at Carrollton Upper Elementary. Based on October 2024 FTE data, 63% of students are identified as economically disadvantaged. Carrollton Upper Elementary serves a diverse student population, including 34% African American, 21% Hispanic, 14% English learners, and 14% students with disabilities. Analysis of Georgia Milestones Assessment data shows economically disadvantaged students score an average of 18% lower in math and 20% lower in reading compared to their peers. English learners and students with disabilities perform 25% below the school average in proficiency.

Additionally, discipline and truancy data from 2024 reveal that African American, Hispanic, and economically disadvantaged students are disproportionately affected by behavioral challenges and chronic absenteeism.

The community lacks free after-school or summer programs with transportation options, leaving a significant gap in services for families. Stakeholder surveys and interviews further confirmed a pressing need for accessible academic enrichment and parent education programs. Despite some remediation efforts during the school day, students in these subgroups continue to show significant academic and behavioral gaps, leaving them at higher risk of retention and long-term academic failure.

The target population for this program includes 100 at-risk 4th and 5th grade students at Carrollton Upper Elementary. These students were identified based on academic struggles, such as failing grades, retention history, and low Georgia Milestones Assessment scores, as well as behavioral and demographic factors, including chronic absenteeism, discipline referrals, and being economically disadvantaged, homeless, migrant, or English learners.

The proposed 21st CCLC program will address these gaps through comprehensive academic and enrichment services, including tutoring, homework assistance, and evidence-based activities aligned with the Georgia Standards of Excellence. Social-emotional learning, character education, and mentoring will support behavior improvement, while parent workshops and resources will foster engagement and collaboration between families and schools. By addressing these critical gaps, the program aims to ensure targeted students have the resources and support needed to meet state standards and succeed academically and socially.

(Word count is 325) If the word count exceeds 9,000, please upload any remaining narrative for Question B. Specific Needs below.

C. Program Focus (6 Points)

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

Based on the results of the needs assessment, the proposed SMART Club 21st CCLC program will focus on preparing students to become college and career-ready by addressing three critical areas: academic success, positive student behaviors, and parent involvement. The program will specifically target 4th through 6th grade students at Carrollton Upper Elementary who are struggling academically, including those who have failed or are at risk of failing coursework or the state-required Georgia Milestones assessments. Research has shown that academic failure is strongly correlated with middle school issues such as absenteeism, truancy, discipline problems, graduation test failures, and ultimately, increased dropout rates. The SMART Club will aim to address these challenges through a comprehensive approach rooted in evidence-based practices.

The focus on academic success will be achieved through remedial education activities, academic enrichment programs, tutoring services, and homework assistance. These components are designed to support students in closing achievement gaps and meeting state standards. Additionally, the program will incorporate service-based learning and character education to foster social-emotional development and positive student behaviors, which are essential for long-term success.

To further enhance the impact of the program, a strong emphasis will be placed on parent involvement and education. Recognizing the importance of family engagement in student achievement, the SMART Club will offer workshops and resources to promote active participation, communication, and collaboration between parents and the school. This meaningful partnership will help create a supportive environment that reinforces the program's academic and behavioral goals.

The SMART Club will implement a flexible and well-rounded daily schedule that aligns with the Georgia Standards of Excellence. The schedule will include organized, developmentally appropriate programming and activities that support the physical, social, and cognitive development of all youth while offering opportunities for students to acquire new knowledge and skills. By focusing on the identified needs, the program will address critical gaps in academic and support services, ensuring that all participants have the resources and opportunities necessary to succeed.

(Word count is 322) 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 for Question A The Process: SMART Clubneeds_charta99.pdf

Download a copy of the Chart, Graph or Continuation of the narrative Question B Specific Needs:

SMART Clubneeds_chartb99.pdf

Download a copy of the Chart, Graph or Continuation of the narrative Question C Program Focus :
SMART Clubneeds_chartc99.pdf

FY 26 RFA 21st Century Community Learning Centers
PRIVATE SCHOOLS CONSULTATION

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

Fiscal Agent Name: Carrollton City Schools

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

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

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

Please enter the total estimated number of private school students that will be served by the 21st CCLC program.
0

Schools Served Chart (2025-2026)

Program Name: SMART Club

Sample Form

Name of School(s) Served	County	School Designation (e.g. CSI or TSI)	Grade Span of School(e.g. K-5)	Total Enrolled in Regular School	Receiving Title I Funds Yes/No	% FRL	Number of Students from school that will be served per day by the 21st CCLC Program
Carrollton Upper Elementary	Carroll	N/A	4-5	867	◉ Yes ○ No	63.0 %	100

FUNDING REQUEST WORKSHEET

Program Name: SMART Club

Site Name: Carrollton Upper Elementary

	Number of students without disabilities that will receive 21st CCLC services PER DAY in the indicated components	Number of students with disabilities that will receive 21st CCLC services PER DAY in the indicated components	Average number of HOURS per WEEK the program will operate the indicated component	Number of WEEKS per YEAR the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	88	12	12.00	32.00	$5.05	$6.30	$199,680.00
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	88	12	16.00	4.00	$5.05	$6.30	$33,280.00
						Calculated Total	$232,960.00

FUNDING REQUEST SUMMARY

Program Name: SMART Club

Site	Calculated Total*
Carrollton Upper Elementary	$232,960.00
Calculated total of all sites	$232,960.00
Total allowable budget for this application	$232,960.00

Program Name: SMART Club

II. Budget (10 Total Points)

B. Budget Narrative

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

Provide a brief and concise narrative of the following:

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

CBO/Non-LEA and IHE Applicants Only
In addition to the above narrative and budget information, all new CBO/non-LEA and new IHE applicants must submit copies of their organization's most recent year's independently audited financial statements including the audit opinion, the balance sheet/statement of financial position, statement of income/statement of activities, statement of retained earnings/statement of changes in net assets, statement of cash flows and the notes to the financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Additionally, new CBO/non-LEA applicants must provide copies of most recent statements that substantiate the amount of cash and cash equivalents stated on the Working Capital Analysis Worksheet, (Appendix A) such as copies of applicable statements from financial institutions for primary accounts (e.g., checking, savings) for the most current three months. CBO/Non-LEA and IHE applicants currently operating a 21st CCLC program in FY24 are not required to include the financial audit and financial statements with their RFAs.

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.

Carrollton City Schools has developed a detailed and well-aligned budget to support the goals of the SMART Club program, ensuring that all expenditures directly contribute to increasing student achievement, fostering positive behaviors, and engaging families. The budget demonstrates careful planning and adherence to all applicable state and federal regulations.

The majority of funds are allocated to salaries for qualified personnel, including the program director, site coordinator, certified tutors, paraprofessionals, and data coordinator. These positions are essential to providing high-quality instruction, small-group learning, and individualized support to meet the diverse needs of students. Research consistently shows that experienced, highly qualified educators have the most significant impact on student performance. Carrollton City Schools prioritizes maintaining a low student-to-staff ratio to maximize the effectiveness of the program. Salaries and benefits are consistent with district policies and local demographic standards, ensuring fairness and equity. Documentation supporting local wage comparisons is included below.
In addition to personnel, the budget includes funding for instructional materials and supplies. These resources are critical to implementing the academic and enrichment activities outlined in the program plan. Materials such as educational software, manipulatives, and hands-on resources are specifically selected to align with state standards and address the learning gaps identified in the comprehensive needs assessment. These resources enhance the program's capacity to deliver engaging, targeted instruction.

Transportation has also been identified as a significant barrier for many students and families. To ensure equitable access, the program allocates funds for transportation services, allowing students to participate consistently in after-school and summer programming. Without this support, the majority of students would be unable to attend, significantly limiting the program's reach and impact.

Parent engagement is another vital component of the SMART Club program. The budget includes funding for parent training sessions, materials, and a resource center to foster collaboration between families and the school. These initiatives are designed to build strong partnerships with families, which are essential for sustaining student success and fostering a supportive learning environment.

The program also incorporates enrichment activities and field trips to complement classroom learning and provide opportunities for students to explore real-world applications of their skills. Contracted specialists with specific expertise are engaged to deliver diverse and engaging programming, including STEM, arts, and character education activities. Field trips are carefully selected to align with the program's educational objectives and follow state guidelines.

Professional development is integral to ensuring that all staff members are equipped with the necessary skills and knowledge to deliver high-quality services. Funds are allocated for registration, travel, and consultant fees, enabling staff to participate in regular training sessions focused on instructional strategies, safety protocols, and continuous improvement. These efforts help maintain the program's high standards of quality and effectiveness.
Administrative expenses, including salaries for the program coordinator and data coordinator, administrative supplies, audit costs, and indirect costs, account for less than 10% of the grant budget. This allocation reflects prudent financial management and ensures that the majority of funds are directed toward student-centered activities. As mandated, less than 3% of the total funding is allocated for the external auditor.

All budgeted expenditures are reasonable and necessary given the scope of the program, the number of participants to be served (100), and the anticipated outcomes. The program is designed to serve students across grades 4 - 5+, providing targeted support to those most at risk of academic failure. The low student-staff ratio ensures that each student receives individualized attention, further justifying the investment in personnel.

The SMART Club program is funded through the 21st CCLC grant, which supplements but does not supplant other federal, state, and local funding sources. The grant expands the existing afterschool

program to additional grade levels and increases the number of students served. All expenditures are tied directly to the program's purpose, priorities, and outcomes, ensuring the funds are used to enhance and extend educational opportunities beyond the regular school day.

Carrollton City Schools does not plan to implement a program income system for the SMART Club. The program will rely solely on the allocated grant funding and other non-Federal resources to achieve its objectives and meet the needs of the targeted population.

In summary, the SMART Club program budget reflects a thoughtful allocation of resources, focusing on personnel, instructional materials, transportation, parent engagement, and enrichment activities. Each expenditure is carefully aligned with the program's goals, ensuring that all funds are used efficiently and effectively to support student success.
(Word count is 728)

WORKING CAPITAL ANALYSIS WORKSHEET
2025-2026

Applicant Name: Carrollton City Schools

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

Date of most recent audit:	6/30/2023
Cash and cash equivalents*	$ 5,482,761.00
Calculation of recommended working capital requirement:	
Proposed annual budget of the 21st CCLC program	$ 232,960.00
Number of months of operation (including summer, if applicable)	11
Estimated monthly working capital requirement	$21,178.18
Necessary working capital for 3 month period	$63,534.55
Results:	
Are cash and cash equivalents greater than needed working capital?	Yes

FY26 RFA Budget Details For Year 1 (FY26)

Program name: SMART Club
Fiscal agent name: Carrollton City Schools
Budget updated on (date): 06/12/2025

					Sum:	$232,960.00	Maximum Amount Allowed: $232,960.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2026	1000 / 110	1000	110	1	$62,640.00	$62,640.00	ACADEMIC YEAR - 4.5 Instructional teaching positions @ $30 hr. x 12 hrs. per week x 32 weeks = $51,840. SUMMER - 4.5 Instructional teaching positions @ $30 hr. x 20 hrs. per week x 4 weeks = $10,800. Totaling $62,640
2026	1000 / 110	1000	110	1	$7,500.00	$7,500.00	ACADEMIC YEAR & SUMMER- Instructional Coordinator @ $30 hr. x 7 hours X 36 weeks = $7,500. This is a part-time position split with the Parent Coordinator.
2026	1000 / 140	1000	140	1	$54,560.00	$54,560.00	ACADEMIC YEAR - 5.5 Instructional tutor positions @ $20 hr. x 13 hrs. per week x 32 weeks = $45,760. SUMMER - 5.5 Instructional tutor positions @ $20 hr. x 20 hrs. per week x 4 weeks = $8,800. Totaling $54,560
2026	1000 / 200	1000	200	1	$9,540.00	$9,540.00	ACADEMIC YEAR & SUMMER - FICA for Instructional teachers, Instructional tutors, and Instructional Coordinator = 9,540
2026	1000 / 532	1000	532	1	$8,602.00	$8,602.00	SOFTWARE - Teacher Toolbox license renewal: Instructional planning resources for teachers to help strengthen reading, writing, and math instruction. Assist with the development of daily lesson plans for the SMART Club program.
2026	1000 / 610	1000	610	1	$3,478.00	$3,478.00	ACADEMIC YEAR & SUMMER - Classroom supplies (pencils, markers, paper, headphones, journals, manipulatives) to support afterschool program and

							enrichment activities for at risk students
2026	1000 / 642	1000	642	1	$2,138.00	$2,138.00	ACADEMIC YEAR & SUMMER - Books to support afterschool program and enrichment activities for at risk students
2026	2100 / 177	2100	177	1	$7,500.00	$7,500.00	ACADEMIC YEAR & SUMMER- Parent Coordinator @ $30 hr. x 7 hours X 36 weeks = $7,500. is a part-time position split with the Instructional Coordinator.
2026	2100 / 163	2100	163	1	$818.00	$818.00	SUMMER - Nurse to support students with medical needs @ $32.69 hr. x 2 hours x 4 weeks = $817.25
2026	2100 / 191	2100	191	1	$20,160.00	$20,160.00	ACADEMIC YEAR & SUMMER - Site Coordinator @ $35 hr. x 16 hrs. per week x 36 weeks = $20,160. This is part-time position.
2026	2100 / 200	2100	200	1	$2,178.00	$2,178.00	ACADEMIC YEAR - FICA for Site Coordinator and Parent Coordinator; SUMMER - FICA for Site Coordinator, Parent Coordinator, and Nurse = $2,178
2026	2100 / 810	2100	810	1	$9,700.00	$9,700.00	SUMMER - Academic field trip admission cost. Estimated cost = $9,700. Local funding sources will cover additional admission costs.
2026	2230 / 142	2230	142	1	$9,720.00	$9,720.00	ACADEMIC YEAR & SUMMER - Data Coordinator @ $30.00 hr. x 9 hrs. per week x 36 weeks = $9,720. This is a part-time position.
2026	2230 / 200	2230	200	1	$744.00	$744.00	ACADEMIC YEAR & SUMMER - FICA for Data Coordinator = $744
2026	2230 / 332	2230	332	1	$1,094.00	$1,094.00	ACADEMIC YEAR & SUMMER - Fingerprint/Background Check @ $43.75 x 25 submissions = $1,093.75
2026	2230 / 300	2230	300	1	$250.00	$250.00	AUDIT
2026	2700 / 180	2700	180	1	$20,400.00	$20,400.00	ACADEMIC YEAR - 4 Bus driver positions @ $15 hr. x 8 hrs. per week x 32 weeks = $15,360. SUMMER - 4 Bus driver positions @ $15 hr. x 16 hrs. per

							week x 4 weeks = $3,840. SUMMER FIELD TRIPS - 4 Bus driver positions @ $15 hr. x 4 hrs. per day x 5 days = $1,200. Totaling $20,400. Bus monitors are used to support student safety when required.
2026	2700 / 191	2700	191	1	$1,280.00	$1,280.00	ACADEMIC YEAR - Transportation Coordinator to support route logistics and safety @ $20 hr. x 2 hrs. per week x 32 weeks = $1,280.
2026	2700 / 200	2700	200	1	$1,658.00	$1,658.00	ACADEMIC YEAR - FICA for Bus drivers, Bus monitors, and Transportation Coordinator; SUMMER - FICA for Bus drivers and Bus monitors = $1,658. Bus monitors are used to support student safety when required.
2026	2700 / 620	2700	620	1	$6,000.00	$6,000.00	ACADEMIC YEAR & SUMMER - Fuel cost for student transportation @ $1.00 per mile. Estimated cost = $6,000. Local funding sources will cover additional fuel costs.
2026	2900 / 300	2900	300	1	$3,000.00	$3,000.00	External Program Evaluator

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

		Year 1 (FY26)		Year 2 (FY27)		Year 3 (FY28)		Year 4 (FY29)		Year 5 (FY30)	
Maximum Amount Allowed		$232,960.00		$232,960.00		$232,960.00		$209,664.00		$186,368.00	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	$148,458.00	63.73	$148,458.00	63.73	$148,458.00	63.73	$133,612.00	63.73	$118,767.00	63.73
2100	Pupil Services	$40,356.00	17.32	$40,356.00	17.32	$40,356.00	17.32	$36,320.00	17.32	$32,285.00	17.32
2210	Improvement Instructional Services	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0
2213	Instructional Training	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0
2220	Educational Media Services	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0
2230	General Administration	$11,808.00	5.07	$11,808.00	5.07	$11,808.00	5.07	$10,628.00	5.07	$9,446.00	5.07
2300	General Administration (for Federal Indirect Cost)	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0
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	$29,338.00	12.59	$29,338.00	12.59	$29,338.00	12.59	$26,404.00	12.59	$23,470.00	12.59
2900	Other Support Services	$3,000.00	1.29	$3,000.00	1.29	$3,000.00	1.29	$2,700.00	1.29	$2,400.00	1.29
	Total	$232,960.00		$232,960.00		$232,960.00		$209,664.00		$186,368.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	188,814.00	81.05	188,814.00	81.05	188,814.00	81.05	169,932.00	81.05	151,052.00	81.05
	Administrative Expenses (2230, 2300 and 2500)	11,808.00	5.07	11,808.00	5.07	11,808.00	5.07	10,628.00	5.07	9,446.00	5.07
Code	Less:										
2230/300	Audit	$250.00	0.11	$250.00	0.11	$250.00	0.11	$225.00	0.11	$200.00	0.11
2230/332	National Criminal Background Checks	$1,094.00	0.47	$1,094.00	0.47	$1,094.00	0.47	$985.00	0.47	$875.00	0.47
2230/520	Surety bond	0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0
2300/880	Indirect costs	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0
	Sub-Total	$1,344.00	0.58	$1,344.00	0.58	$1,344.00	0.58	$1,210.00	0.58	$1,075.00	0.58
	Net Administrative Expenses	$10,464.00	4.49	$10,464.00	4.49	$10,464.00	4.49	$9,418.00	4.49	$8,371.00	4.49
2900/300	External Evaluation expense	$3,000.00	1.29	$3,000.00	1.29	$3,000.00	1.29	$2,700.00	1.29	$2,400.00	1.29
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/oessrcma.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 FY25 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 RFA.

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

Wages PDF
Download a copy of Carrollt_wages_97.pdf

Program Name: SMART Club

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.

Program Plan – History of Success

Carrollton City Schools has a well-established record of success in operating out-of-school programs targeting at-risk youth populations. Since first receiving the 21st Century Community Learning Centers (21st CCLC) grant in 2010, the district has successfully implemented and managed the SMART Club program for over 13 years. This longevity demonstrates our commitment to quality and impact.

All annual monitoring and audit reports for the 21st CCLC grant have been clear of findings or corrective actions, underscoring our strong fiscal and programmatic management. The program has consistently delivered educational and related activities that enhance academic performance, youth development, and family engagement. Activities are well-organized, developmentally appropriate, and designed to complement the learning that occurs during the school day. A hallmark of the program is its collaboration with traditional day teachers to ensure that SMART Club instruction is aligned with the Georgia Standards of Excellence (GSE) and tailored to meet student needs.

Evidence of Success
The following data is a result of the last year SMART was funded by 21st CCLC. An evaluation of the 2022-2023 program year highlighted significant student growth:

Academic Performance: Of students attending SMART Club for 30 or more days:

86% passed their math course with a 75 or higher.
88% passed their science course with a 75 or higher.
84% passed their ELA course with a 75 or higher.
90% passed their social studies course with a 75 or higher.

Stakeholder Feedback: Surveys conducted in May 2023 with parents, students, and teachers further affirm the program's success:

Parents: 97% were satisfied with SMART Club, and over 90% reported that their child showed improvement in reading (92%) and math (89%).
Students: 96% agreed that SMART Club helped them complete homework, and 91% expressed satisfaction with the program. Additionally, 86% felt better about themselves and noted behavioral improvements.

Teachers: CUES teachers noted the program's value as an academic, social, and safety resource for students and the community.

Testimonials
A parent shared: "SMART Club helps my baby with reading. It also keeps my baby safe. She would be home alone after school without SMART Club. There are drugs and guns in our neighborhood, and SMART Club keeps her safe."
A CUES teacher noted: "SMART Club is a major resource to CUES. It provides academic support, special enrichment opportunities, a genuine connection to school, and it keeps students safe and engaged after school. It is more than an afterschool program—it is a service to our school and community."
Program Design and Alignment
The SMART Club program is grounded in evidence-based practices and designed to complement the school's instructional goals. All academic and enrichment activities align with the GSE and incorporate research-supported strategies, such as individualized tutoring, small group instruction, and the use of data-driven tools (e.g., iReady, STAR). Enrichment opportunities include cultural activities, STEM experiences, and life skills development, broadening students' horizons and preparing them for postsecondary education and workforce success.

The student-to-staff ratio will be monitored and maintained at 10:1 for Academics and 15:1 for Enrichment. Should there be low attendance staff will be reduced and student grouping will be revised to maintain the funded ratios.

In the event of school closures, SMART Club seamlessly transitions to virtual learning using platforms like Zoom, Teams, and Google Classroom. In that CCS is a Google system, most of the usage will occur in those platforms. Staff are trained to maintain cybersecurity and protect student privacy through secure software, regular system updates, and adherence to privacy protocols.

Family Engagement
SMART Club is deeply committed to fostering strong partnerships with families. The program increases family involvement by offering:

Workshops and Resources: Topics include homework strategies, literacy skills, and effective parenting techniques.
Flexible Communication: Digital tools and translation services ensure all families can actively participate.
Interactive Activities: Events and collaborative opportunities promote meaningful engagement linked to student learning. By equipping families with tools to support their child's academic achievement, SMART Club builds a community of shared responsibility and success.

Conclusion
With a proven history of success, robust evaluation data, and strong stakeholder support, Carrollton City Schools' SMART Club program exemplifies best practices in out-of-school learning. By aligning activities with the GSE and prioritizing the academic, social, and emotional development of students, SMART Club is uniquely positioned to continue delivering impactful outcomes for students, families, and the community.
(Word count is 705)

Goals

The SMART Club program is dedicated to enhancing student academic achievement, promoting positive youth development, and fostering family engagement. Our goals and objectives are meticulously crafted to address the identified needs and are aligned with the Georgia Standards of Excellence (GSE). Each objective is measurable, performance-based, and will be assessed throughout the program year.

By implementing these goals, objectives, and strategies, the SMART Club program aims to create a holistic environment that supports academic excellence, fosters youth development, and encourages active family participation, all while adhering to the Georgia Standards of Excellence.
Program Name: SMART Club

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Improve Student Academic Achievement	1.1) 80% of regularly participating students (attending the program 30 days or more) will demonstrate a 10% improvement in reading proficiency as indicated on the fall adminstration of the STAR Reading Assessment when compared to spring adminstration of the STAR Reading Assessment. 1.2) 75% of regularly participating students (attending the program 30 days or more) will demonstrate a 10% improvement in mathematics proficiency as indicated on the fall adminstration of the STAR Math Assessment when compared to spring adminstration of the STAR Math Assessment.	1.1) STAR Reading Assessment. 1.2) STAR Math assessments.	1.1.1) Daily Tutoring Sessions: Certified teachers will provide individualized and small group instruction and homework support as needed focusing on reading comprehension and literacy skills, utilizing evidence-based programs such as iReady and STAR Reading and homework as needed. 1.1.2) Interactive sessions aimed at enhancing vocabulary and critical thinking through diverse reading materials aligned with GSE. 1.2.1) Bi-Weekly Math Enrichment: Hands-on activities and problem-solving sessions and homework support as needed to reinforce mathematical concepts aligned with GSE. Homework support as needed. 1.2.2) Weekly STEM Projects: Incorporate science and math through practical applications, fostering critical thinking and real-world connections.	1.1.1) Monday-Thursday Daily, 2:30-5:30 pm (year-round) 1.1.2) Monday-Thursday Daily, 2:30-5:30 pm (year-round) 1.2.1) Bi-Weekly-two times a week, M-Th 2:30-5:30 pm (year-round) 1.2.2) Weekly, once a week, M-Th 2:30-5:30 pm (year-round)
2) Improve Youth Development	2.1) 85% of regularly participating students (attending the program 30 days or more) will exhibit improved social skills and behavior, as measured by teacher and parent surveys. 2.2) 80% of regularly participating students	2.1) Pre- and post-program surveys, behavioral incident reports, and teacher evaluations. 2.2) Participation records and	2.1.1) Daily Character Education Sessions: Implement the Positive Behavior Interventions and Support (PBIS) program to teach respect, responsibility, and empathy. 2.1.2) Monthly Service-Learning Projects: Engage	2.1.1) Daily, M-Th, 2:30-5:30 PM (year-round) 2.1.2) Monthly, once a month 2:30-5:30 (year-round) 2.2.1) Weekly, once a week, M-Th, 2:30-5:30 (year-round)

	(attending the program 30 days or more) who participate in at least one new extracurricular activity will report broadening their cultural and social experiences, as measured by teacher and parent surveys.	student feedback forms.	students in community service to develop leadership skills and civic responsibility. 2.2.1) Weekly Enrichment Classes: Offer activities such as dance, photography, guitar, sign language, karate, and drumming to expose students to new interests. 2.2.2) Cultural Field Trips: Organize visits to colleges, museums, state parks, and historical sites to enhance cultural awareness.	2.2.2) Annually during Summer Session, 8:00AM-4:00PM, Thursdays in summer sessions.
3) Improve Family Engagement	3.1) 70% of parents or guardians of regularly participating students (attending the program 30 days or moe) will attend at least two family engagement events designed to support student learning as reported on event attendance logs and parent feedback surveys. 3.2) 60% of parents or guardians of regularly participating students (attending the program 30 days or more) will report increased confidence in supporting their child's academic progress as reported on pre- and post-surveys.	3.1) Event attendance logs and parent feedback surveys. 3.2) Pre- and post-program parent surveys.	3.1.1) Quarterly Family Workshops: Sessions on topics such as literacy support, homework strategies, and understanding GSE to empower parents in their child's education. 3.1.2) Quarterly Cultural Events: Encourage family participation in activities that celebrate diversity and community. 3.2.1) Bi-Monthly Communication: Regular updates through newsletters and meetings to keep families informed and engaged. 3.2.2) Resource Distribution: Provide materials and tools for parents to assist with homework and study habits at home.	3.1.1) Quarterly, once a quarter 4:30-7:30PM 3.1.2) Quarterly, once a quarter 4:30-7:30 PM 3.2.1) Bi-monthly, once every two weeks, communication sent home in hard copy and digitally through SIS. 3.2.2) Quarterly, once each four months and as needed, materials and tools distributed in hands-on and digital formats.

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

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

1) Improve Student Academic Achievement
In the event that in-person instruction is not feasible due to school closures or other unforeseen circumstances, the SMART program will transition to a virtual/digital learning model using the Google Classroom platform.

Virtual Delivery Plan:
Virtual Learning Sessions: Regular academic sessions (including homework assistance, small group instruction, and enrichment activities) will be conducted via Google Classroom, following the same schedule and lesson plans as in-person.
Timeframe: Daily, Monday–Thursday (2:30–5:30 PM).

Classroom: For assignment distribution and submission.

Ensuring Cybersecurity and Student Privacy
Cybersecurity and Student Privacy:
To ensure cybersecurity and student privacy during virtual learning:
All virtual platforms will adhere to FERPA (Family Educational Rights and Privacy Act) guidelines to protect student data and privacy.
Password protection will be required for all virtual meetings and classes to prevent unauthorized access.
Only district-approved platforms (Google Classroom) will be used, and they will be regularly monitored for security compliance.
Parents will be provided with clear guidelines on how to securely log into virtual classes and how to monitor their child's participation.

By leveraging virtual tools and maintaining rigorous privacy protocols, the SMART program will continue to provide high-quality, engaging, and secure educational experiences to all students, even in times of school closures

Secure Platforms: Utilize district-approved platforms with robust security measures.
Training: Provide staff with training on best practices for online safety and privacy.
Parental Guidance: Offer resources to families on maintaining a secure home digital environment.

By implementing these goals, objectives, and strategies, the SMART Club program aims to create a holistic environment that supports academic excellence, fosters youth development, and encourages active family participation, all while adhering to the Georgia Standards of Excellence.
Zoom: For live interactive sessions and tutoring.
Google Meet: For smaller group discussions and one-on-one support.

2) Improve Youth Development
Service-Learning Projects: Students will continue to engage in service-learning projects that can be done at home or virtually, such as collecting and recycling household materials or conducting a virtual fundraiser.
Timeframe: Monthly.

Ensuring Cybersecurity and Student Privacy:
Cybersecurity and Student Privacy:
To ensure cybersecurity and student privacy during virtual learning:

All virtual platforms will adhere to FERPA (Family Educational Rights and Privacy Act) guidelines to protect student data and privacy.
Password protection will be required for all virtual meetings and classes to prevent unauthorized access.
Only district-approved platforms (Google Classroom) will be used, and they will be regularly monitored for security compliance.

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Parental Guidance: Offer resources to families on maintaining a secure home digital environment.

By implementing these goals, objectives, and strategies, the SMART Club program aims to create a holistic environment that supports academic excellence, fosters youth development, and encourages active family participation, all while adhering to the Georgia Standards of Excellence.

3) Improve Family Engagement
Family engagement offering will be designed for presetnationin a digital format and share through the school system's Infinite Campus communication and Social Media platforms. These will be share quarterly at a minimum and provided additionally as need is identified. Ensuring Cybersecurity and

Student Privacy:
Cybersecurity and Student Privacy:
To ensure cybersecurity and student privacy during virtual learning:
All virtual platforms will adhere to FERPA (Family Educational Rights and Privacy Act) guidelines

to protect student data and privacy.
Password protection will be required for all virtual meetings and classes to prevent unauthorized access.
Only district-approved platforms (Google Classroom) will be used, and they will be regularly monitored for security compliance.
Parents will be provided with clear guidelines on how to securely log into virtual classes and how to monitor their child's participation.

By leveraging virtual tools and maintaining rigorous privacy protocols, the SMART program will continue to provide high-quality, engaging, and secure educational experiences to all students, even in times of school closures

Secure Platforms: Utilize district-approved platforms with robust security measures.
Training: Provide staff with training on best practices for online safety and privacy.
Parental Guidance: Offer resources to families on maintaining a secure home digital environment.

By implementing these goals, objectives, and strategies, the SMART Club program aims to create a holistic environment that supports academic excellence, fosters youth development, and encourages active family participation, all while adhering to the Georgia Standards of Excellence.

Program Name: SMART Club

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 SMART Club is committed to providing students with substantial and consistent learning opportunities that extend beyond the traditional school hours. Recognizing that brief periods of contact time in before- and after-school programs are insufficient for meaningful student development, our program is structured to offer each enrolled student a minimum of 12 hours of academic and enrichment activities per week, aligning with research that emphasizes the benefits of extended learning time. The total number of students to be served is 100 during the afterschool component of the school year and during summer.

School Year Program:
Schedule: Monday through Thursday, from 2:30 PM to 5:30 PM.
Total Weekly Hours: 12 hours.
Duration: 32 weeks, commencing the second week of the school year.

Serving 4th and 5th grade students in the after-school program.

Summer Program:
Schedule: Monday through Thursday, from 8:00 AM to 12:00 PM.
Total Weekly Hours: 16 hours.
Duration: 4 weeks during June.

Serving rising 5th and rising 6th grade students during the summer program.

This structure ensures that students receive consistent and dependable extended learning time, which is crucial for academic improvement and personal growth. By operating for a total of 36 weeks (147 days) the SMART Club provides a comprehensive program that aligns with the Georgia Afterschool & Youth Development (ASYD) Quality Standards, which highlight the importance of high-quality, research-based programming for youth development.
Our program's design is informed by research indicating that increased learning time, when utilized effectively, leads to improved student outcomes.

By offering a broad array of activities focused on academic enrichment in core subjects, complemented by opportunities for family engagement, the SMART Club aims to positively impact youth development and success. This approach not only helps students meet state and local academic standards but also fosters essential life skills, contributing to their overall well-being and future achievements.
(Word count is 310)

Download sample weekly schedule of activities for each program at each site
Carrollton Upper Elementary
After School Program: Carrollton Upper Elementary_as_program_99_36.pdf
Summer Program: Carrollton Upper Elementary_sb_program_99_36.pdf

21st CCLC SITE PROFILE FORM (2025-2026)

21st CCLC Site Name	Carrollton Upper Elementary	County	Carroll
Physical Address	510 Ben Scott Blvd		
City	Carrollton	Zip Code	30117

Grade Levels Receiving Services (e.g. K-12)

Before School
After School 4-5
Weekends/Holidays
Summer 4-5+

# of students participating in the 21st CCLC program PER DAY

Before School
After School 100
Weekends/Holidays
Summer 100

Student data is from Funding Request Worksheet

Enrichment Student to Staff Ratio
15:1

Academic Student to Staff Ratio
10:1

SITE CONTACT INFORMATION

Site Contact Name Karen Wild Phone 7708329633 Email karen.wild@carrolltoncityschools.net

Regular School Year Program for Students

AFTER SCHOOL PROGRAM Site Schedule

After School Program Start Date: 9/12/25
After School Program End Date: 5/14/26
Total # Days After School: 147

	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 3:00 PM)	2:30 PM	2:30 PM	2:30 PM	2:30 PM	
Service End Time (e.g., 6:00 PM)	5:30 PM	5:30 PM	5:30 PM	5:30 PM	

Total Weekly Hours After School
12.00 of 12.00 hours

Summer Programs for Students

Summer Site Schedule for Typical Week

Summer Program Start Date: June 1, 2026
Summer Program End Date: June 25, 2026
Total # Days Summer Program: 16

	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 9:00 AM)	8:00 AM	8:00 AM	8:00 AM	8:00 AM	
Service End Time (e.g., 4:00 PM)	12:00 PM	12:00 PM	12:00 PM	12:00 PM	

Total Summer Hours per Week
16.00 of 16.00 hours

Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)

Adult Education Site Program Schedule

Dates Site Open (Adults)
Dates Site Closed (Adults)
Total # Days: 0

	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 6:00 PM)					
Service End Time (e.g., 8:00 PM)					

Total Adult Hours per Week
0.00

Program Name: SMART Club

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.

Recruitment Plan

The SMART Club will target 100 students for participation, focusing on those who did not meet grade-level standards on state assessments or benchmarks.
The SMART Club afterschool program is committed to supporting the academic success and well-being of our most vulnerable learners—specifically, 4th and 5th grade students who are performing below grade level in reading, writing, and mathematics, including those identified as English Speakers of Other Languages (ESOL). To ensure that these students not only enroll but also maintain consistent participation for a minimum of 30 consecutive days, we have developed a comprehensive recruitment and retention plan tailored to meet their unique needs.

Identification of Target Students

The SMART Club will target 100 students for participation, focusing on those who did not meet grade-level standards on state assessments or benchmarks. These students will be identified through school-generated data and regular school day staff referrals. Recruitment will be revisited at the end of each nine-week grading period to include additional students who meet the following criteria:

Failing one or more courses
Below-grade-level scores on STAR, iReady Reading, or Math assessments
High number of absences
Social-emotional factors or administrator/teacher referrals
Special populations, including English Learners (EL), migrant, homeless, and special education students, as well as students who participated in a 21st CCLC program the previous year, will also be prioritized for invitations. Enrollment packets will be sent to parents of eligible students, and outreach will include phone calls, parent-teacher conferences, and home visits to encourage participation.

Our recruitment begins with a data-informed identification process using multiple academic indicators such as state assessment results, classroom performance data, universal screener outcomes (iReady, STAR), and teacher referrals. Particular attention is given to students who are receiving ESOL services or who demonstrate risk factors associated with academic underperformance. Cross-collaboration with Title I, ESOL, and MTSS teams ensures that students with the greatest need are prioritized for enrollment.

Recruitment Strategies

To attract targeted students and their families, SMART Club employs a relationship-based recruitment approach. Personalized outreach letters and phone calls are sent from trusted school personnel—such as principals, ESOL teachers, and classroom teachers—inviting families to participate. All communications are available in English and Spanish, and interpreters are provided for phone calls and in-person events as needed.

The Site Coordinator will develop a communication tool to collaborate bi-weekly with regular school day staff to better inform teachers of student progress and for teachers to communicate student needs. This information will be used in instructional planning and recruitment.

Family information nights are hosted at convenient times and in accessible locations, offering an overview of the program, a chance to meet the staff, and student-led presentations. These events are designed to build trust and excitement while clearly communicating the academic and social benefits of afterschool participation.

To incentivize early enrollment, SMART Club provides welcome kits that include school supplies,

books, and program-branded materials such as T-shirts and tote bags. Program brochures highlight services such as tutoring, homework support, enrichment clubs, healthy snacks, and transportation options. By partnering with local community centers, apartment complexes, and faith-based organizations, we amplify our recruitment efforts and extend our reach into underserved communities.

Retention Strategies

To sustain student engagement and ensure long-term participation, the SMART Club prioritizes a student-centered program design rooted in academic enrichment and relationship building. Instructional support is provided in small groups and customized to individual learning needs, particularly in the areas of reading, writing, and math. For ESOL students, language scaffolding and access to bilingual staff members are embedded within the instructional model. Culturally responsive teaching practices and project-based learning strategies ensure that lessons are both relevant and engaging.

Beyond academics, SMART Club integrates choice-based enrichment activities—such as robotics, visual arts, cooking, gardening, and sports—to foster joy and motivation in learning. These experiences are crucial in building a sense of belonging and ownership, especially for students who may struggle during the traditional school day.

Attendance incentives are an essential component of our retention efforts. Students are recognized at key milestones—such as 10, 20, and 30 days of attendance—with certificates, small rewards, and shout-outs during weekly club meetings. Monthly celebrations are held to spotlight students who demonstrate consistent participation and academic effort. Additionally, each student is paired with a staff mentor who conducts regular check-ins and serves as an ongoing source of encouragement.

Family Engagement and Communication

We believe that sustained family involvement is essential to student success. SMART Club communicates regularly with families through text messages, ClassDojo, phone calls, and printed newsletters. Parents receive weekly updates on student progress and are invited to monthly family nights that showcase student work and provide instructional resources, such as strategies to support reading at home. For ESOL families, translated materials and interpretation services ensure equitable access to all program communications.

Monitoring and Evaluation

To ensure accountability and continuous improvement, SMART Club tracks daily attendance and monitors student progress using both formative assessments and teacher feedback. A centralized data system captures enrollment and participation trends, which are reviewed monthly by site coordinators and instructional leads. Exit interviews and surveys are conducted for students who withdraw from the program early, allowing us to identify and address potential barriers to retention. Program adjustments are made on an ongoing basis based on student needs and evaluation data.

Through personalized outreach, culturally responsive programming, and intentional relationship building, SMART Club aims to remove barriers to learning and create a supportive afterschool environment where at-risk 4th and 5th grade students can thrive. By strategically focusing on both recruitment and retention, we aim to ensure that students not only enroll in the program but remain engaged for at least 30 days and beyond—laying the foundation for meaningful academic growth and long-term success.Recruitment efforts will leverage various communication channels:

Additionally, private schools in the district will be consulted annually regarding participation. Eligible private school students will be identified and invited to enroll, ensuring equitable access to the program.

Retention Plan
Retention is a critical focus for the SMART Club to ensure students achieve long-term participation (at least 30 days or 90 hours). Attendance will be closely monitored, and the following measures will support retention:
If a student is absent for two consecutive days, the site coordinator or designee will contact the family to determine the reason for absence and encourage participation. Documentation of these communications will be recorded in a parent contact log and Infinite Campus.

Students absent for 10 or more consecutive days will be placed on an inactive roster, with special considerations for students with disabilities.To maintain high attendance levels, program staff will evaluate the program effectiveness, identify partners to provide attendance incentives, and enhance enrichment offerings as needed. Frequent communication with parents will address poor attendance, and a formal plan of action will be submitted if attendance targets are not met.

These recruitment and retention strategies aim to ensure that the SMART Club consistently engages the targeted population, providing equitable and sustained support for academic achievement and personal growth.

(Word count is 1165)

99

Program Name: SMART Club

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 21st Century Community Learning Center (21st CCLC) program will be overseen by Mrs. Karen Wild, the Program Director, who will manage program implementation, including staff supervision, professional development organization, performance assessments, budget management, program reporting, staff meetings, publicity, volunteer and partner recruitment, and sustainability planning. Mrs. Wild's extensive experience in educational leadership ensures a quality program with a clear mission, well-defined goals, sound fiscal management, and established policies and procedures that support quality and sustainability.

Staffing Structure and Qualifications

Program Director: Responsible for overall program management, including supervision of staff, organizing professional development, conducting performance assessments, managing the program budget, reporting, staff meetings, publicity, volunteer and partner recruitment, and sustainability planning. The Program Director will work part-time (10 hours per week). Qualifications include certification with a minimum of one year of teaching experience; leadership skills and experience are preferred.

Site Coordinator: Coordinates the 21st CCLC program implementation at the designated school, interacts professionally with parents, faculty, staff, community, and other education professionals, and analyzes situations to make decisions. The Site Coordinator will work part-time (25 hours per week) under the direct supervision of the Program Director. Qualifications include a bachelor's degree; certification and related experience are preferred.

Certified/Academic Tutors: Provide instruction and guide the delivery of educational activities to students, communicate with regular school day teachers and parents, and complete progress data on students. Academic Tutors will work under the direction of the Site Coordinator for a maximum of 14 hours per week. Minimum qualifications include holding a Georgia Teaching Certificate, with preferred certification and/or experience at the elementary/middle school level.

Paraprofessionals: Assist certified personnel in daily operations and support the delivery of educational activities to students under the supervision of academic teachers. Paraprofessionals will work part-time (14 hours per week) under the direction of the Site Coordinator and academic

teacher. Qualifications include a minimum of an associate's degree or comparable college credit; prior experience is preferred.

Data Coordinator: Assists the Program Director in managing paperwork and is responsible for the collection, management, and storage of evaluation data. The Data Coordinator will work part-time (12 hours per week) under the direction of the Site Coordinator. Minimum qualifications include a high school diploma or higher; experience with data entry and bookkeeping is preferred.

External Evaluator: Responsible for conducting process and outcome evaluations of the 21st CCLC program. Minimum qualifications include statistics-based research expertise, knowledge of Data Management Systems (DMS) or willingness to be trained, effective oral and written communication skills, and strong organizational skills; experience as an external auditor is preferred.

Enrichment Instructors: Develop project-based enrichment activities based on areas of expertise and facilitate enrichment activities to support program goals. Enrichment Instructors will work under the direction of the Site Coordinator on a contractual basis. Instructors must have expertise in the area of instruction.

Hiring Procedures and Background Checks

Carrollton City Schools' personnel department will advertise positions and collect applications, from which the Program Director, Site Coordinator, and principal will select the most qualified applicants. National criminal background checks will be conducted on all program volunteers, employees, contractors, and subcontractors before their employment date, regardless of their direct contact with students. Background checks will be conducted through the Carrollton City Schools' personnel office at no cost to the prospective employee, and results will be kept on file at the personnel department. The 21st CCLC program will adhere to Carrollton City Schools' employment policies, which prevent hiring individuals with specific crimes, including those against children, sex crimes, and violent crimes. Employment fitness determinations will be established based on Carrollton City Schools' policies and procedures. All background checks with questionable results will be reviewed and approved by the district school superintendent and Program Director before hiring.

Student-to-Staff Ratios

The program will maintain a student-to-staff ratio of no more than 10:1 for academic tutoring and no more than 15:1 for enrichment activities, ensuring personalized attention and effective instruction.

Professional Development and Staff Planning

To sustain a quality program, staff and volunteers working directly with students will receive ongoing training and learning opportunities to enhance the knowledge and skills necessary for implementing best practices. The Program Director, in conjunction with the Site Coordinator, will identify staff needs and plan all professional development. Training will be designed to ensure student safety and continually improve service quality. Professional development opportunities will be tailored to program and staff needs, promoting quality program practices and facilitating positive outcomes. Anticipated professional learning opportunities include CPR/First Aid; evidence-based best practices in teaching reading, language arts, math, social studies, and science; positive behavior management techniques; differentiation for diverse learning needs; mentoring training; and strategies for working with at-risk students. Training will be provided by partners such as Carrollton City School staff, the University of West Georgia, West Georgia RESA, and private consultants.

Volunteer Recruitment and Utilization

Carrollton City Schools is located within five miles of the University of West Georgia, one of the largest teaching universities in the state. In cooperation with the university, Carrollton City Schools will utilize volunteers to supplement the learning environment and serve as mentors. Senior and community volunteers will be recruited through coordination with various civic organizations in Carrollton, including the University of West Georgia, Kiwanis, Golden K, and faith-based organizations. The Program Director will oversee background checks, fitness determinations, and training of staff and volunteers.

By implementing this comprehensive staffing and professional development plan, the 21st CCLC program aims to provide high-quality educational and enrichment services to students, fostering academic success and personal growth.
(Word count is 907)

Is the program director known at this time? ◉ Yes ○ No
If so upload their résumé.
Download résumé for the program director

Download résumé: Carrollt_resume_99_305943.pdf

Partners Table

Program Name: SMART Club

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Carroll County Ag Center 4H Program	CNT	In-kind	$1,000.00	Monthly program enrichment lessons focused on citizenship and leadership
Carrollton City Schools	LEA	Nutrition	$49,895.00	Nutritional snacks throughout school year and breakfast and lunch during summer program. Restricted indirect cost allocation- Nutrition- System
Carrollton City Schools	LEA	Facilities/facility operating costs	$87,529.00	Facilities- Restricted Indirect Cost Allocation- Maintenance and Operation- System
Carrollton Parks and Recreation	PRD	In-kind	$4,000.00	Provide facilities, lifeguards and swim instructors during the summer program
Georgia Youth Science and Technology Centers Inc. GYSTC	CBO CU	Paid staffing, materials, supplies Facilitator	$1,500.00	GYSTC will provide hans-on science and STEM activities for all students in the SMART Club Program throughout the school year and summer.
University of West Georgia	CU	Paid Staffing	$10,000.00	America Reads/America Counts Federal Grant funded studnet workers as teachers

Program Name: SMART Club

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.

SMART Club – Advisory Council and Partnerships

To ensure broad-based community, school, and student involvement and support, the SMART Club program will maintain an active 21st Century Community Learning Centers (21st CCLC) Advisory Council. This council, originally formed in 2009 to support the district's first 21st CCLC grant application, has been instrumental in guiding program success. Advisory Councils are currently active for all three existing SMART Club programs, and the same framework will be applied to any future expansions.

Advisory Council Composition and Functions
The SMART Club Advisory Council will consist of 10 to 15 members, ensuring representation from all key stakeholders. Membership will include:

Two school administrators to provide leadership and oversight.
Two teachers to ensure alignment with academic goals.

Two community members to represent local interests and resources.
Two parents to provide family perspectives and involvement.
Two students to give voice to the youth being served.
The Carrollton High School College and Career Center Specialist to focus on postsecondary readiness.
District representatives, including the Director of Student Support, Student Support Coordinator, and Social Worker/Families in Transition Coordinator, to address student needs comprehensively.

The Advisory Council will meet at least twice a year, once each semester, to review the program's progress toward its goals, celebrate student successes, identify and address challenges, and develop strategies for improvement. The council will also periodically review and update the program's Sustainability Plan to ensure its long-term viability. Additional meetings may be scheduled if the program's goals or attendance expectations are not being met. Meeting minutes and attendance records will be retained for monitoring and audit purposes.

Community Partnerships
The SMART Club program has developed a robust network of partnerships to enhance its operations and provide additional support for student success. Key partnerships include:

Carrollton City Schools serves as a direct partner, ensuring alignment with district goals and resources.
The Carrollton City Schools Nutrition Department supports student well-being by providing daily snacks for the afterschool program and breakfast and lunch during the summer program.
Carrollton Upper Elementary School provides facilities and utilities, ensuring a safe and secure environment for SMART Club activities.
Carrollton Parks and Recreation Department provides swim lessons, including access to facilities, certified lifeguards, and swim instructors, offering valuable physical education and water safety skills.
Georgia Youth Science and Technology Centers (GYSTC) delivers facilitators and resources for teaching STEM and science activities, enriching students with hands-on experiences.
Carroll County Agriculture Center (4-H) facilitates lessons focused on leadership and citizenship, fostering personal growth and community engagement among students.
University of West Georgia's America Reads/America Counts Program provides University of West Georgia students as tutors for SMART Club participants, enhancing academic support in literacy and mathematics.
Formal Memoranda of Agreement (MOAs) have been established with these partners to document their commitments.

Expanding Partnerships
As SMART Club continues to grow, additional partnerships will be developed with local institutions, non-profit organizations, and community groups. Current consistent supporters include:

PASS: Partners Advancing Student Success to provide resources and mentorship opportunities.
University of West Georgia and West Georgia Technical College to support academic enrichment and career exploration activities.
The Chamber Workforce Development Committee to help align program goals with workforce readiness.

These partnerships ensure that the SMART Club program remains a dynamic and evolving initiative that meets the academic, social, and emotional needs of Carrollton City Schools' students while supporting their families and the broader community.
(Word count is 561)

Download a signed Memorandum of Agreement for each partner, as well as for each school and school system to be served.
Carroll County Ag Center 4H Program
MOA: Carroll County Ag Center 4H Program_moa_99_227.pdf
Carrollton City Schools
MOA: Carrollton City Schools_moa_99_228.pdf
Carrollton City Schools
MOA: Carrollton City Schools_moa_99_229.pdf
Carrollton Parks and Recreation
MOA: Carrollton Parks and Recreation_moa_99_230.pdf
Georgia Youth Science and Technology Centers Inc. GYSTC
MOA: Georgia Youth Science and Technology Centers Inc. GYSTC_moa_99_231.pdf
University of West Georgia
MOA: University of West Georgia_moa_99_232.pdf

Carrollton Upper Elementary
MOA: Carrollton Upper Elementary_moa_99_84.pdf

Program Name: SMART Club

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 SMART Club program is committed to ensuring that all stakeholders, including schools, LEAs, students, parents, and the community, are informed about the program in a manner that is clear, accessible, and comprehensive. Information about student performance, upcoming activities, and schedules will be disseminated through multiple channels. Monthly newsletters will be distributed at the beginning of each month, providing updates on student progress, program successes, and upcoming events. These newsletters, along with flyers and progress reports, will be available both in digital format on the school website and social media platforms and as printed copies to ensure accessibility for all families. Critical updates, such as student progress reports, will be shared twice per academic year during parent-teacher conferences, IEP meetings, and other individual sessions.

Formative and summative assessment reports will also be shared with stakeholders after evaluations are completed. Translation services will be used to ensure that all program materials and communications are available in Spanish and other languages as needed, accommodating the diverse linguistic needs of the community. This approach reflects the program's commitment to equitable access for all families. The site coordinator will oversee the creation and distribution of these materials, while the program director will ensure the consistency and accuracy of information across all dissemination platforms.

To foster meaningful collaboration with school staff, SMART Club has developed a structured communication process that prioritizes alignment with school goals and the Georgia Standards of Excellence. The program director and site coordinator will meet regularly with the school principal and administrators to coordinate resources, evaluate program effectiveness, and address the specific needs of the students. Weekly check-ins between the site coordinator and classroom teachers will ensure that program activities are tailored to support each student's academic progress.

The program staff will have access to essential school-generated student data, including report cards, progress reports, benchmark assessments, Georgia Milestone End of Grade tests, and Individualized Education Plans (IEPs). This data-sharing process will comply with FERPA regulations to protect student privacy. Communication between program staff and school personnel will be facilitated through school email accounts, enabling real-time updates and streamlined collaboration.

Additionally, the school will provide SMART Club staff with the necessary content area standards and curriculum documents to align all program activities with classroom instruction. Regular planning sessions between school and program staff will ensure that instructional components are informed by the needs of the students. By housing the program on the Carrollton Upper Elementary campus, SMART Club eliminates barriers to participation and enhances collaboration, further contributing to its success.

Through these efforts, SMART Club will maintain open, transparent communication and foster strong partnerships with all stakeholders, ensuring the program's goals are met effectively and efficiently.

Ongoing Collaboration and Communication with Carrollton Upper Elementary School
The SMART Club program will maintain a strong, structured partnership with Carrollton Upper Elementary School (CUES) to ensure continuous alignment with the school-day instructional program and to monitor student progress toward the program's academic objectives. This

collaboration will be embedded into the operational framework of SMART to ensure regular communication, effective data sharing, and intentional academic alignment.

1. Collaborative Infrastructure and Key Personnel

SMART will designate a Program Liaison who will serve as the direct point of contact with school administration, instructional coaches, and classroom teachers. Likewise, CUES will assign a School-Based Liaison- Assistant Principal to coordinate data sharing and ensure continuity between the afterschool and school-day instruction. These two roles will form the core of the collaboration team and will meet monthly to review student data and discuss instructional priorities.

2. Communication and Data Sharing Protocols

SMART will request access to the following key data for all participating students:

i-Ready Reading and Math Diagnostic Data (BOY, MOY, and EOY)

STAR Reading and Math Assessment Results (screeners and progress monitoring)

Teacher Feedback related to reading, writing, and math performance

ESOL language proficiency levels and service status (as applicable)

This data will be requested at three key intervals throughout the school year—fall, winter, and spring—to align with district benchmark windows. In addition to these data pulls, teachers and school staff will be encouraged to share anecdotal observations and real-time instructional concerns on an ongoing basis.

3. Frequency and Methods of Communication

Quarterly Collaboration Meetings: SMART and CUES staff will meet once per quarter to review academic data, discuss student progress, and identify targeted support strategies.

Weekly Communication Loop: SMART staff will provide brief updates to classroom teachers via shared digital forms or email summarizing student participation, academic focus areas, and any noted successes or concerns.

Parent-Teacher Feedback Exchange: SMART will collect and share family insights gathered during afterschool programming to support home-school connections and inform teacher perspectives.

Real-Time Communication Channels: A shared Google Drive folder and communication log will be maintained between SMART and CUES staff to document student progress, goals, and instructional needs. Where applicable, FERPA-compliant data systems will be used to ensure the secure exchange of student information.

4. Alignment of Instructional Focus

SMART instructional sessions will be intentionally designed using student data provided by CUES. Groupings and interventions will reflect i-Ready and STAR domains needing growth. For example, if a student is flagged as "Urgent Intervention" in STAR Math, SMART instructors will prioritize number sense and computation practice using research-based resources. For ESOL students, instructional strategies will be adapted using WIDA level guidance and classroom teacher recommendations.

5. Commitment to Open, Two-Way Communication

The SMART Program is committed to maintaining open, consistent, and reciprocal communication with CUES leadership and instructional staff. SMART staff will participate in professional learning communities (PLCs) when invited and will align academic planning with the school's pacing guides and instructional goals. By embedding communication as a regular and structured practice—not just a compliance requirement—SMART will function as a true extension of the school-day learning environment.

(Word count is 961)

Program Name: SMART Club

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.

Ensuring the safety and well-being of all students participating in the SMART Club program is of paramount importance. To that end, a comprehensive safety plan has been developed to address on-site safety, transportation, facility standards, and accessibility.

On-Site Safety Procedures
The SMART Club operates within Carrollton City Schools, which maintain a robust and annually updated safety plan that complies with state and federal guidelines. This plan addresses various emergency scenarios, including natural disasters, hazardous material incidents, acts of violence, and terrorism. To support preparedness, the SMART Club will conduct a minimum of three emergency drills each semester.

Visitors to program sites are required to follow strict protocols. All visitors must check in at a centralized location, provide valid identification, state their reason for visiting, and adhere to the policies outlined in the school handbook. Students arriving late or leaving early must also sign in or out through a designated location, ensuring a secure and controlled environment. Parent or guardian permission is required for all sign-outs, and identification will be checked to verify the individual's authority to retrieve the student.

Transportation Safety
Carrollton City Schools will provide safe and reliable transportation for SMART Club participants using school buses that meet state standards. The district's transportation department ensures that all vehicles undergo routine maintenance and adhere to stringent safety protocols. The district holds liability insurance through Selective Insurance Company of America, which covers all transportation associated with the program, including trips to and from the school site and for program-related activities.

Bus drivers are rigorously trained and certified, meeting state requirements for licensure, background checks, and ongoing safety education. Training topics include student discipline, emergency procedures, and operational safety, all of which are overseen by the Director of Transportation. New drivers receive additional training to ensure compliance with district standards.

Parents and students are informed of transportation policies during the fall orientation meeting, where behavior expectations and safety procedures are outlined. Emergency contact information is collected via transportation forms completed during this meeting. Throughout the year, updates regarding transportation are sent home as needed.

Each bus is equipped with video surveillance and direct communication devices, providing real-time access to support in case of emergencies. Students will not travel for more than one hour between the program site and home, with efforts made to reduce travel times further. For field trips, 21st CCLC staff will serve as chaperones on buses, ensuring proper supervision. Handicapped-accessible buses will be made available as needed to meet the requirements of students with disabilities.

Facility Safety and Accessibility
The SMART Club program is housed within school buildings that fully comply with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. These facilities are handicapped accessible and equipped to safely accommodate the projected number of students. Emergency exits, pathways, and equipment meet or exceed safety standards to ensure the safety of

all participants.

The program is committed to ensuring equitable access for students with disabilities. Services and facilities are designed to provide accommodations and modifications as needed, ensuring that students with disabilities receive benefits comparable to those of their peers. Enrichment activities, program participation, and transportation services are provided at no cost to students.

Through these comprehensive measures, the SMART Club program ensures a safe, accessible, and inclusive environment for all participating students, allowing them to thrive academically and socially.
(Word count is 556)
Program Name: SMART Club

H. Sustainability Plan (6 Points)

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

Carrollton City Schools is committed to ensuring the long-term sustainability of the SMART Club program by building strong collaborative partnerships and leveraging local, state, and federal resources. The program's sustainability plan is structured to maintain the same level of service despite reductions in 21st CCLC funding in years 4 and 5 and ultimately after the grant funding ends. This plan highlights the strategic investments and timelines for securing contributions from partners to support the program's continuation.

Leveraging Collaborative Partnerships
Carrollton City Schools has established robust partnerships with local organizations, businesses, and community stakeholders that are invested in the success of the 21st CCLC program. These partnerships provide a variety of resources, including financial contributions, expertise, and in-kind support. The engagement of these partners strengthens the program's foundation and ensures a shared vision for its sustainability.

Partners will play an active role in the program's development, implementation, and evaluation. By collaborating closely with the school district, these stakeholders will help build community support for the program, which will, in turn, increase opportunities for additional funding and long-term sustainability. The program will actively seek new partnerships to diversify its funding sources and enhance the variety of services offered to students and families.

Investments and Contributions
The Carrollton Board of Education has committed to providing essential support for the program, including:

Adequate building space to house program activities.
Administrative support from district personnel.
Use of school buses for transportation.
Access to technology hardware for instructional purposes.
As the program continues to deliver measurable improvements in student achievement, its value to the local school system and community will solidify, encouraging further investment from stakeholders.

Additionally, federal, state, and local programs will be integrated with 21st CCLC funding to maximize resource efficiency. The 21st CCLC program coordinator will ensure compliance with funding guidelines, ensuring that funds are used to supplement—rather than replace—existing resources.

Strategies for Securing Future Funding
Carrollton City Schools will pursue a multifaceted approach to secure additional funding and resources for the program. This includes:

Aggressively seeking competitive grants at the local, state, and federal levels.
Identifying and cultivating relationships with new business and community partners.

Continuing participation in programs such as the USDA Seamless Summer Feeding Program and the At-Risk Free After School Snack Program, which provide nutritional support for after-school and summer programs.
By consistently demonstrating the program's success and positive impact, Carrollton City Schools aims to strengthen its case for ongoing financial and in-kind contributions from existing and new partners.

Sustainability Timeline
Years 1–3: Focus on building strong partnerships, securing initial investments, and demonstrating program effectiveness through measurable outcomes.
Year 4 (90% funding): Engage partners to increase their contributions and begin integrating alternative funding sources to offset the reduction in grant funding.
Year 5 (80% funding): Finalize commitments from partners and ensure that funding streams from grants, local businesses, and community organizations are firmly in place to maintain program services.
Post-Grant Period: Transition to full sustainability through a combination of district support, partner contributions, and alternative funding sources.
Commitment to Sustainability
Carrollton City Schools and its partners are deeply committed to ensuring the longevity and success of the SMART Club program. By fostering collaboration, leveraging diverse funding sources, and demonstrating the program's value to the community, the SMART Club will continue to provide high-quality services to students and families well beyond the initial grant period.
(Word count is 556)

Program Name: SMART Club

IV. Evaluation (10 Total Points)

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For this RFA, 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 RFA. 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.

To ensure the SMART Club program maintains high-quality services and achieves its objectives, Carrollton City Schools will contract with an external evaluator to conduct ongoing evaluations. This evaluator will be an individual, agency, or organization without any vested interest in the program, ensuring objectivity and adherence to state and federal guidelines. Contracts will be structured on an annual basis with renewal options for subsequent years. The external evaluation contract cost will remain within the allowable 3% of the annual grant award, with any additional costs covered through non-21st CCLC sources.

Qualifications of the External Evaluator
The external evaluator must demonstrate expertise in educational program evaluation, with a proven track record of working with K-12 programs. Ideal qualifications include:
Experience in data collection and analysis, including both qualitative and quantitative methods.
Familiarity with Georgia's State Curriculum and state-specific educational evaluation requirements.
Competence in managing large datasets and providing actionable recommendations based on findings.
Strong communication skills to ensure clarity in reporting results to stakeholders.

Carrollton City Schools has previously partnered with West Georgia Regional Educational Service Agency (RESA) and The University of West Georgia for evaluation services. Their team, including experienced professionals exemplifies the qualifications sought in an evaluator. The agency's mission to promote student achievement through collaboration aligns with the goals of the SMART Club.

Implementation of the Evaluation Plan
The evaluation process is critical to the program's success, focusing on measurable outcomes and continuous improvement. The external evaluator will employ a robust plan to assess progress toward achieving the program's objectives and make recommendations for refinement as needed.

Data Collection and Analysis
The evaluation plan incorporates both formative and summative assessments to monitor progress and guide improvements.
Formative Evaluation: Conducted quarterly to provide ongoing feedback, including:
Student Attendance: Analysis of average daily attendance and enrollment data.
Program Operations: Review of program activities and their alignment with goals.
Objective Assessment: Evaluation of progress toward specific objectives using established performance measures.
Recommendations: Suggestions for program modifications to address areas where goals are not being met.
Summative Evaluation: Conducted annually to provide a comprehensive report by June 30. This report will include:
Overview of program history, growth, and progress.
Student demographics, attendance, and enrollment data.
Assessment of staffing quality, including training and teacher certifications.
Detailed analysis of program objectives, activities, timelines, and outcomes.
Observations, stakeholder feedback, and success stories.
Recommendations for sustainability and program-wide improvements.

The evaluator will use surveys, Georgia Milestones Assessment System (GMAS) scores, grades, discipline records, and attendance data as key metrics. Surveys from students, parents, teachers, and SMART Club staff will provide qualitative insights into program effectiveness.

Timeline for Data Collection
Quarterly: Site visits, analysis, and progress monitoring reports.
Annually: Summative evaluation, stakeholder surveys, and final report submission.

Accessing Data for Analysis
Carrollton City Schools will ensure that the evaluator has access to all necessary data through a streamlined process managed by the program director and data coordinator. Data will be recorded in the Transact Afterschool 21 system and made available for analysis. The evaluator will attend quarterly meetings with program staff to discuss data collection and provide feedback.

Sharing Evaluation Results
Evaluation results will be shared regularly with stakeholders, including:
School administration, SMART Club staff, parents, the Advisory Board, and community partners.
Georgia Department of Education and the U.S. Department of Education upon request.
Public dissemination via newsletters, stakeholder meetings, and the school's website.
The results will guide data-driven decision-making, ensuring that the program continues to improve and meet its objectives.

Ensuring Continuous Improvement
SMART Club is committed to revising and strengthening the program based on evaluation findings. If objectives are not met in a timely manner, the program will implement research-based strategies to address deficiencies. Adjustments may include modifying instructional methods, reallocating resources, or revising schedules. The external evaluator, program coordinator, and school administrators will work collaboratively to ensure these changes are effective and aligned with program goals.

Through this comprehensive evaluation plan, Carrollton City Schools will maintain the quality of the SMART Club program, demonstrating its effectiveness and building the case for long-term sustainability. The use of continuous data collection and analysis ensures that the program evolves to meet the needs of its students and community.
(Word count is 693)

21st CCLC Competitive Priority Worksheet FY26

EACH applicant MUST complete the Competitive Priority Worksheet FY26, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

Fiscal Agent's Name: Carrollton City Schools

Co-Applicant Guidance
School Designations
List of Counties Eligible for Priority 4

☐ No Priority Claimed (0 points)

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

☐ Priority 1: Proposal was submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to the FY26 RFA 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) Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI). (Maximum of 10 points). Please refer to GaDOE Website https://www.gadoe.org/School-Improvement/Pages/CSI-Schools.aspx for a complete list of CSI, TSI, and ATSI 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. Please refer to the included Supplemental Form C, a listing of counties eligible for priority. (Maximum of 5 points)

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

21st Century Community Learning Centers ("CCLC")
Specific Program Assurances for Subgrantees

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

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

Program Name: SMART Club

Funding Amount $232,960.00

Number	Initial Each Box Below	Assurances
1	MA	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	MA	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	MA	Subgrantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
4	MA	The Subgrantee certifies that the community was given timely notice of its intent to submit its application(s) and that the application(s) and any waiver request(s) were available for public review and comment after submission.
5	MA	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	MA	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	MA	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8	MA	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	MA	The 21st CCLC program will take place in a safe and easily accessible facility. It is the responsibility of the Subgrantee to ensure that it meets all requirements, including but not limited to, child-care licensing, occupancy, fire, water, and transportation of students.
10	MA	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	MA	The 21st CCLC program will implement activities that are aligned with the challenging State academic standards and any local academic standards.
12	MA	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
13	MA	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: • 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	MA	Prior to any material change affecting the purpose, administration, organization, budget, or operation of the 21st CCLC Program, the Subgrantee agrees to submit an appropriately amended application to GaDOE for approval.
15	MA	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
16	MA	The activities and services described in the application shall be administered by or under the supervision and control of the Subgrantee. The Subgrantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
17	MA	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
18	MA	The Subgrantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
19	MA	Funds shall be used only for financial obligations incurred during the grant period.
20	MA	The Subgrantee will submit its annual budget within **30 days** of the grant award.
21	MA	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
22	MA	The Subgrantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 2, Subpart F, "Audit Requirements".
23	MA	The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
24	MA	The Subgrantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
25	MA	The Subgrantee will submit reports to GaDOE and to the U.S. Department of Education as may reasonably be required. The Subgrantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
26	MA	The Subgrantee will submit an annual summative evaluation report no later than June 30. If applicable, the Subgrantee will submit its summer session summative evaluation report no later than September 30.
27	MA	The Subgrantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Subgrantee related to the Subgrantee's charges and performance under the 21st CCLC subgrant.
28	MA	The Subgrantee understands that the control of 21st CCLC grant funds and title to property acquired with 21st CCLC grant funds will be in a public agency or in a nonprofit entity, institution, organization, or Indian tribe, if the law authorizing the 21st CCLC program provides for assistance to those entities; and the public agency, nonprofit entity, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
29	MA	The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the 21st CCLC grant funds must be managed in accordance with 2 C.F.R. § 200.310-316.

30	MA	The Subgrantee will submit proof of its Fidelity and Liability Insurance Policy and proof of minimum liability transportation insurance to the Georgia Department of Education within 60 days of the grant award. (Does not apply to school districts)
31	MA	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
32	MA	All required documentation (e.g., reimbursement requests, attendance data, student grades, test scores, etc.) will be entered and updated in a timely manner as stipulated by GaDOE.
33	MA	The Subgrantee certifies that state and national criminal background checks will be conducted annually for any and all individuals acting on behalf of the Subgrantee including: regular volunteers, employees, contractors, relatives, etc. prior to their employment, whether or not they have direct contact with students. In addition, the Subgrantee agrees to develop and utilize written policies on how the criminal background check results will be used in hiring and volunteer practices.
34	MA	The Subgrantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
35	MA	The Subgrantee understands that 21st CCLC grant funds will not be used for lobbying the executive or legislative branches of the Federal government in connection with contracts, grants, or loans and will report payments made with unappropriated funds for lobbying purposes.
36	MA	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
37	MA	Subgrantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
38	MA	In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Subgrantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.
39	MA	The Subgrantee will establish and communicate to all students, parents, and staff its procedure whereby anyone suspecting fraud, waste, or abuse involving 21st CCLC funds shall call or write the appropriate authorities.
40	MA	The 21st CCLC grant has been accepted adapted by the local Board of Education (LEAs) or local Board of Directors (CBOs/Non-LEAs).

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

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

Typed Name of Fiscal Agency Head (required)	Dr. Mark Albertus
Typed Position Title of Fiscal Agency Head (required)	Superintendent
Date (required)	01/28/2025 at 09:59:33

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)	Dr. Mark Albertus
Typed Position Title of Fiscal Agency Head (required)	Superintendent
Date (required)	01/28/2025 at 09:59:33