



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: The Anchor School

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

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

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

<input checked="" type="radio"/> Local Educational Agency	<input type="radio"/> Non- Local Educational Agency	<input type="radio"/> Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 25

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

Total Funds Requested for:

2024-2025: \$82,595.00	2025-2026 \$82,595.00	2026-2027: \$82,595.00
2027-2028: \$74,335.00	2028-2029: \$66,076.00	

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: Josh Pinto Taylor
Position/Title of Fiscal Agent's Contact Person: Executive Director
Address: 2460 Wesley Chapel Road
City: Decatur Zip: 30035
Telephone: 6785034880 Fax: 6785034880
E-mail: joshpintotaylor@anchorschool.org

Certified by electronic signature by Josh Pinto Taylor
Signature of Fiscal Agency Head (required)

Josh Pinto Taylor
Typed Name of Fiscal Agency Head (required)

Executive Director
Typed Position Title of Fiscal Agency Head (required)

01/30/2024 at 15:52:06

Date (required)

Program Name: The Anchor School - Before & After School Program

Program Abstract

The purpose of The Anchor School Before & After School Program is to create a space on campus where scholars and families living in and around DeKalb County can have opportunities for academic enrichment and additional services that meet some of their stated needs in the community. Three spaces will be activated through these funds. The first is a library with resources for scholars and families who want to work on their literacy and math improvement goals. The second is a research lab for scholars and families who want to do research about how they can participate in the improvement efforts happening in their community. The third is a space for nutrition and health education, drug and violence prevention programming, and scholar wellness programming. All three of these spaces will be made available to scholars and their families before and after regular school hours - and during summer school. These three programmatic elements were selected because they align with school improvement priorities for our community. Currently, less than 15% of scholars entering our school as 6th graders are performing math on grade-level and less than 50% of scholars entering our school as 6th graders are reading on grade-level. The library and supporting resources will support scholars with academic enrichment activities for those two priorities. Additionally, civic engagement is a priority for our school community through project-based learning. The research lab and supporting resources will support scholars and families in their efforts to be active participants in the development of their communities. Finally, there is a growing need nationally for additional adolescent mental and physical health services. The third space will be designed to support our adolescent population with mental and physical health services.

The applicant discussed their intent to apply at multiple public meetings of the board of directors for The Anchor School. The application will be made available to the public through the public documents portal of The Anchor School. Platforms used to notify the community include posts on parent communication portals, discussions in public board meetings, and the dissemination of this information through the school's governance portal.

(Word count is 346)

Program Name: The Anchor School - Before & After School Program

I. Needs Assessment (20 Total Points)

A. The Process (4 Points)

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

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

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

The Anchor School was designed in collaboration with, and response to, stated community needs

from the spring of 2020 until the fall of 2023. This is the first year of the school - and every program and space in the school is designed with that process in mind. A community co-design team comprised of educators, family members, and civic leaders reviewed the data gathered and used that information to design a school model that reflected the stated desires of the community. After canvassing and interviewing hundreds of educators, parents, and students, the school opened with a model that was responsive to the themes heard in that process. Currently, The Anchor School has strategic partnerships with the local YMCA and another local youth health and wellness nonprofit organization (Results Central). The goal of this application is to expand services to our growing student population into three additional spaces on our campus.

(Word count is 148) 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 proposed student and family population for service includes individuals from DeKalb County and the surrounding counties. The Anchor School has a statewide attendance zone. Currently, less than 15% of scholars enter The Anchor School performing math on grade-level and less than 50% of scholars enter The Anchor School reading on grade-level. Approximately 25% of the student population has an IEP or 504 Plan. Many families in our region choose our school because they do not feel that their zoned school is offering the kind of curriculum, instruction, or support that their scholar needs to reach their full potential. Currently, approximately 50% of our student body participates in before or after school programming. Finally, our entire student population would be considered adolescents by the age range set by the World Health Organization. The three specific needs that our school is aiming to address are: (1) improving reading and mathematics performance; (2) engaging scholars through real-world problems using project-based learning that is rooted in their community; and (3) improving mental and physical health outcomes for the adolescents in our community.

The target population is students and families of The Anchor School (grades 6-12). The goal is to serve between 50 and 100 students and their families per year. Math and reading proficiency and school attendance are three important indicators of risk factors for healthy human development at this age.

(Word count is 218) 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.

A before and after school program meets the three stated needs above. The structure of the program provides scholars with access to additional learning resources, educational professionals, and learning activities. These aspects of the program support the development of reading and math proficiency. The location of the program provides families with easy access to additional childcare, health resources, and support with school work. These aspects of the program support active civic participation for families and students. Finally, the use of the spaces increases access to educational and healthcare services that may not otherwise be available without dedicated spaces. These spaces are intended to be available for our entire student population - regardless of disability, gender, race, or ethnicity.

(Word count is 118) 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:
[The Anchor School - Before & After School Programneeds_charta347.pdf](#)

FY 25 RFP 21st Century Community Learning Centers
PRIVATE SCHOOLS CONSULTATION

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

Fiscal Agent Name: The Anchor School

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 (2024-2025)

Program Name: The Anchor School - Before & After School Program

[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
The Anchor School	Charter	N/A	PK-12	180	<input checked="" type="radio"/> Yes <input type="radio"/> No	65.0 %	50

FUNDING REQUEST WORKSHEET

Program Name: The Anchor School - Before & After School Program

Site Name: The Anchor School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of WEEKS per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	20	5	12.00	40.00	\$5.05	\$6.30	\$63,600.00
Before School	10	3	5.00	40.00	\$3.55	\$4.05	\$9,530.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	25	5	20.00	3.00	\$5.05	\$6.30	\$9,465.00
Calculated Total							\$82,595.00

FUNDING REQUEST SUMMARY

Program Name: The Anchor School - Before & After School Program

Site	Calculated Total*
The Anchor School	\$82,595.00
Calculated total of all sites	\$82,595.00
Total allowable budget for this application	\$82,595.00

Program Name: The Anchor School - Before & After School Program

II. Budget (10 Total Points)

B. Budget Narrative

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

Provide a brief and concise narrative of the following:

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

CBO/Non-LEA and IHE Applicants Only

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

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

CBO/Non-LEA applicants must also provide a statement in the narrative of their intention to procure and submit subsequent evidence to GaDOE, and maintain throughout the duration of the grant the

following:

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

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

The items within the budget include learning materials (books, workbooks, learning technology, calculators, desks, bookshelves, student learning devices, chairs, flexible use furniture, etc.), research materials (tables, chairs, desktop devices, printers, bookshelves, etc.), and nutrition and health materials (medical instructional materials, devices, and supplies) and related personnel (program tutors, school nurse, school social worker, etc.).

The funds were distributed according to stated need and perceived importance. While all goals of the program are important, there is urgency to improve literacy and math achievement across the community. Therefore, the learning materials and support personnel for the academic program were designated as the top priority for additional resources.

All major costs are quoted within reason and in consideration of what is necessary to accomplish the goals of the program. Consideration was also given to the number of participants in the program, the expected lifespan of items based on intended use, the ratios required to run an effective program, and the overall scope of the project based on the desired outcomes.

These funds are necessary to supplement other funding sources for the school. A step will be taken by the school to make sure there is no redundancy in what is ordered for these programs and what is ordered for regular school day programs.

All positions and salaries contemplated for this program are reasonable and aligned with local salary benchmarks and school-based salary policies.

Currently, the before school and after school program are offered at a small cost to families. The current fees offset some, but not all, of the costs associated with running the program. Families are notified of all fees prior to signing up for the program. Fees can be waived if families have demonstrated a financial hardship that does not allow them to make regular payments. In general, the program fee will aim to be between \$50 and \$150 per semester, depending on availability of funds to run the program, like the ones we are seeking through this application.

(Word count is 326)

WORKING CAPITAL ANALYSIS WORKSHEET
2024-2025

Applicant Name: The Anchor School

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:	N/A - Brand New Scho
Cash and cash equivalents*	\$ 400,000.00
Calculation of recommended working capital requirement:	
Proposed annual budget of the 21st CCLC program	\$ 82,595.00
Number of months of operation (including summer, if applicable)	11
Estimated monthly working capital requirement	\$7,508.64
Necessary working capital for 3 month period	\$22,525.91
Results:	
Are cash and cash equivalents greater than needed working capital?	Yes

FY25 RFP Budget Details For Year 1 (FY25)

Program name: The Anchor School - Before & After School Program**Fiscal agent name:** The Anchor School**Budget updated on (date):** 01/30/2024

					Sum:	\$82,595.00	Maximum Amount Allowed: \$82,595.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2025	2220 / 610	2220	610	1	\$28,595.00	\$28,595.00	Library Supplies
2025	2100 / 163	2100	163	1	\$16,000.00	\$16,000.00	School Nurse
2025	1000 / 200	1000	200	2	\$19,000.00	\$38,000.00	After School Program Workers (Tutors)

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

		Year 1 (FY25)		Year 2 (FY26)		Year 3 (FY27)		Year 4 (FY28)		Year 5 (FY29)	
Maximum Amount Allowed		\$82,595.00		\$82,595.00		\$82,595.00		\$74,335.50		\$66,076.00	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$38,000.00	46.01	\$38,000.00	46.01	\$38,000.00	46.01	\$38,000.00	51.12	\$38,000.00	57.51
2100	Pupil Services	\$16,000.00	19.37	\$16,000.00	19.37	\$16,000.00	19.37	\$13,000.00	17.49	\$7,741.00	11.72
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	\$28,595.00	34.62	\$28,595.00	34.62	\$28,595.00	34.62	\$23,335.00	31.39	\$20,335.00	30.78
2230	General Administration	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
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	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2900	Other Support Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
	Total	\$82,595.00		\$82,595.00		\$82,595.00		\$74,335.00		\$66,076.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	54,000.00	65.38	54,000.00	65.38	54,000.00	65.38	51,000.00	68.61	45,741.00	69.23
	Administrative Expenses (2230, 2300 and 2500)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Code	Less:										
2230/300	Audit	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230/332	National Criminal Background Checks	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
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	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
	Net Administrative Expenses	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2900/300	External Evaluation expense	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0

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 FY24 are not required to include the financial audit and financial statements with their applications.

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

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

Wages PDF

Download a copy of [TheAnch_wages_347.pdf](#)

Program Name: The Anchor School - Before & After School Program

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.

This is the first year of operation for The Anchor School. In the first year, The Anchor School has successfully established a before school program with regular attendance of 5-10 students (representing approximately 10% of the overall student population). As the student population grows from current size (85) to expected size five years from now (500+) there is an expectation that the enrollment of the before school program will continue to grow. The Anchor School has also successfully established an after school program with regular attendance of 20-30 students (representing approximately 25% of the overall student population). As the student population grows from current size (85) to expected size five years from now (500+) there is an expectation that the enrollment of the after school program will continue to grow. The before and after school programs in place currently include a combination of academic support, extracurricular enrichment, and access to nutrition programming and nutritious foods. These are all indicated practices to promote healthy youth development. The Anchor School does not have a summer school program yet, but hopes to offer summer school for the first time the summer of 2025.

The program will be designed and supervised by the Director of Middle School to ensure the needs of the scholars are being met and the activities designed are aligned to Georgia Standards of Excellence. The planned activities, including homework support, access to grade-level texts, reading time, and nutrition programming, all support the goals articulated earlier in the program. The personnel supported in this plan will support with program development and implementation. The program will be open every day that there is school. In the event of a school closure, the programming can shift to a virtual format, as is deemed appropriate and necessary by program staff and participating families. Any virtual option will require the same level of cybersecurity as is provided throughout the day when our students are using technology - including privacy settings, firewalls, filters, and other security enhancements.

Activities will be designed to include families from time to time - and the results of this program can be included in quarterly parent-teacher conferences. Additionally, some of the educational programs provided by the personnel indicated in this grant will be made available to parents of The Anchor school. Between these three spaces and the Parent Resource Center, parents will have access to many resources to support the development of their children.

(Word count is 396)

Goals

Student Academic Achievement Goal: At least 80% of students in the program will demonstrate at least one year of growth in Math and Reading as indicated by NWEA MAP results.

Youth Development Goal: At least 80% of students in the program will be able to write a purpose statement and design an individualized success plan for their purpose.

Family Engagement Goal: At least 80% of families of students in the program will attend quarterly meetings with the school to monitor progress and set goals.

Program Name: The Anchor School - Before & After School Program

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) At least 80% of students in the program will demonstrate at least one year of growth in Math and Reading as indicated by NWEA MAP results.	1.1) Improve student reading skills.	1.1) NWEA MAP pre- to post-difference.	1.1.1) Access to grade-level texts.	1.1.1) August through May
	1.2) Improve student math skills.	1.2) NWEA MAP pre- to post-difference.	1.1.2) At least 20 minutes of reading time in the program each day.	1.1.2) August through May
			1.2.1) Access to grade-level math workbooks.	1.2.1) August through May
			1.2.2) At least 20 minutes of math time in the program each day.	1.2.2) August through May
2) At least 80% of students in the program will be able to write a purpose statement and design an individualized success plan for their purpose.	2.1) Students will write purpose statements.	2.1) Administrative records that show who has submitted purpose statements.	2.1.1) Purpose statement activity.	2.1.1) August through May.
	2.2) Students will refine their success plans.	2.2) Administrative records that show who has submitted their success plans.	2.1.2) Purpose statement drafting, editing, and revisions.	2.1.2) August through May.
			2.2.1) Success plan activity.	2.2.1) August through May.
			2.2.2) Success plan drafting, editing, and revisions.	2.2.2) August through May.
3) At least 80% of families of students in the program will attend quarterly meetings with the school to monitor progress and set goals.	3.1) Engage families in quarterly progress monitoring.	3.1) Administrative records of family attendance at micro-village meetings.	3.1.1) Invite families to quarterly meetings.	3.1.1) August through May
	3.2) Engage families in quarterly goal setting.	3.2) Administrative records of family attendance at micro-village meetings.	3.1.2) Include families in progress monitoring conversations.	3.1.2) August through May
			3.2.1) Invite families to quarterly meetings.	3.2.1) August through May
			3.2.2) Include families in goal	3.2.2) August

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

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

1) At least 80% of students in the program will demonstrate at least one year of growth in Math and Reading as indicated by NWEA MAP results.

Access to virtual math and reading programs through student devices.

2) At least 80% of students in the program will be able to write a purpose statement and design an individualized success plan for their purpose.

Utilizing technology platform to create success plans and deliver purpose activity virtually.

3) At least 80% of families of students in the program will attend quarterly meetings with the school to monitor progress and set goals.

Utilizing technology platform to host conferences virtually.

SAVE

Program Name: The Anchor School - Before & After School Program

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 before school program will run for 1-hour daily from 7:00 a.m. to 8:00 a.m. During this time, scholars will be able to work on homework, eat a healthy breakfast, read books, and practice logic and reasoning through games like chess.

The after school program will run for 2-hours daily from 4:00 p.m. to 6:00 p.m. on Monday through Thursday and 4-hours weekly on Fridays from 2:00 p.m. to 6:00 p.m. During this time, scholars will be able to work on homework, eat a healthy snack, read books, practice logic and reasoning through games, conduct research, and receive lessons about healthy lifestyle choices.

The summer program will run for 4-hours daily from 8:00 a.m. to 12:00 p.m. on Monday through Friday for three consecutive weeks. This represents a total of 60 hours of summer programming.

In total, this represents 5 hours of before care and 12 hours of after care programming per week.
(Word count is 150)

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

The Anchor School

Before School Program: [The Anchor School_bs_program_347_417.pdf](#)

After School Program: [The Anchor School_as_program_347_417.pdf](#)

Summer Program: [The Anchor School_sb_program_347_417.pdf](#)

21st CCLC SITE PROFILE FORM (2024-2025)						
21st CCLC Site Name	The Anchor School			County	DeKalb	
Physical Address	2460 Wesley Chapel Road					
City	Decatur		Zip Code	30035		
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>					
Before School	6-12	Before School	13	Student data is from Funding Request Worksheet		
After School	6-12	After School	25			
Weekends/Holidays		Weekends/Holidays				
Summer	6-12	Summer	30			
Enrichment Student to Staff Ratio	1:15		Academic Student to Staff Ratio			
			1:25			
SITE CONTACT INFORMATION						
Site Contact Name	Jasmine Andrews	Phone	6785034880	Email	jasmineandrews@anchorschool.org	
Regular School Year Program for Students						
BEFORE SCHOOL PROGRAM Site Schedule						
Before School Program Start Date	August 12, 2024					
Before School Program End Date	June 13, 2025					
Total # Days Before School	180					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 7:00 AM)	7:00 AM	7:00 AM	7:00 AM	7:00 AM	7:00 AM	Total Weekly Hours Before School 5.00 of 5.00 hours
Service End Time (e.g., 8:00 AM)	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	
AFTER SCHOOL PROGRAM Site Schedule						
After School Program Start Date	August 12, 2024					
After School Program End Date	June 13, 2025					
Total # Days After School	180					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 3:00 PM)	4:00 PM	4:00 PM	4:00 PM	4:00 PM	2:00 PM	Total Weekly Hours After School 12.00 of 12.00 hours
Service End Time (e.g., 6:00 PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM	
Summer Programs for Students						
Summer Site Schedule for Typical Week						
Summer Program Start Date	June 23, 2025					
Summer Program End Date	July 11, 2025					
Total # Days Summer Program	15					
	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	8:00 AM	Total Summer Hours per Week 20.00 of 20.00 hours
Service End Time (e.g., 4:00 PM)	12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM	
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						
Adult Education Site Program Schedule						
Dates Site Open (Adults)	August 12, 2024					
Dates Site Closed (Adults)	June 13, 2025					
Total # Days	180					

	MON	TUE	WED	THU	FRI		
Service Begin Time (e.g., 6:00 PM)	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	Total Adult Hours per Week	4:00 PM
Service End Time (e.g., 8:00 PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM	12.00	6:00 PM

Program Name: The Anchor School - Before & After School Program

C. Recruitment and Retention (6 Points)

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

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

The Anchor School will use all communication channels to present this opportunity to all scholars and their families. Information will be shared via email, ParentSquare, letters in Thursday folders, and flyers in the front office. This information will be made available in all home and native languages of our scholars and their families. A registration packet will be created to enroll scholars in the program and to communicate the expectations, hours, policies, and procedures for the before and after school programs - as well as the summer programs.

Efforts to retain students will be made through regular check-ins with scholars and their families about the quality of the programming. Additionally, scholars will have the opportunity to give feedback about the programming and ensure that it continues to align to their needs and interests. Finally, the Director of Middle School will routinely check-in with program tutors to make sure the student and staff experience is positive and resulting in growth.

All of this information will be shared with staff and a registration recommendation list will be generated by staff, including our school nurse and school social worker, to make sure the students who would benefit the most from the programming know about it and know how to join. Ideally, the outcome of this process would be approximately 10-15 students for before school, 25-30 students for after school, and 20-30 students for summer school.

(Word count is 232)

347

Program Name: The Anchor School - Before & After School Program

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 Director of Middle School will be the site director for before, after, and summer school programs. This individual receives ongoing executive leadership coaching, as well as job-embedded support from the Executive Director of The Anchor School. The core positions that will support the programming include the Director of Middle School, Program Coordinators who will serve as Math and ELA tutors, a school Social Worker, and a school Nurse. These people are best suited to offer programmatic elements which focus on improving math and reading proficiency, linking community support agencies, and developing mental and physical health activities and curriculum for our scholars. All members of this team will participate in an onboarding experience, receive regular support from the Director of Middle School, Director of School Operations, or the Director of Personalized learning, and attend trainings on pertinent topics throughout the year. All members of our team will receive criminal background checks, per our employment policies, to determine their eligibility to safely join our learning community. All positions require a Bachelor's degree at a minimum along with at least one year of program management experience for the site director.

All staff receive at least two hours of professional development and/or individualized coaching weekly at The Anchor School. The Anchor School currently leverages volunteers through the Americorps volunteer program to support with Math and Reading tutoring. We expect this relationship to continue in the future - and will seek other community-based partners with individuals who have capacity to volunteer.

The School Nurse at The Anchor School will be on the student services team of the school and shall carry the responsibility of organizational effectiveness within the boundaries of the annual operating budget and through the organizational structures set forth in the by-laws of the organization. At a minimum, the responsibilities of the School Nurse shall be:

Student Health Services

- Screen patients for hearing and eyesight issues.
- Evaluate patients who complain of specific ailments.
- Call parents to suggest they pick up patients who might have developed a contagious illness.
- Educate students and staff on hand washing, germs, and other health care and safety issues.
- Examine and authenticate vaccination records.
- Monitor and dispense prescription medications based on instructions from parents and primary care physicians.
- Contact parents and teachers with any medical emergency.
- Develop and manage a school health and wellness program.
- Maintain files on each student's health and medical history.
- Analyze middle school student subgroup data to ensure equitable practices.

School Management

- Carry out the mission, vision for equity, and purpose of the middle school.
- Support middle school operations and monitor key performance indicators.
- Ensure that resources are distributed equitably and in fidelity with the budget.
- Communicate the operational needs of the middle school to the Director of School Operations.
- Train and support the performance of the middle school instructional staff, as related to student health.
- Provide input on all safety procedures, including development and communication of school's safety/emergency plan, school entry and exit transitions.
- Support and provide input in the logistical planning of school-wide events, from a student health perspective.
- Identify needs for technological integration and training, as related to student health.

Community-Based Partnerships

- Cultivate relationships with strategic partners who can support student health.

Families and Students

- Support the holistic development of middle school students.
- Advise 12-15 students per year.
- Cultivate positive relationships with every student and family within our learning community.

Compliance

- Monitor, in collaboration with other members of the leadership team, our compliance to local, state, and federal health regulations.
- Ensure compliance with student records related to health.
- Ensure alignment between the mission of the school, the key design innovations of the school, and the health practices within the school.

The School Nurse will perform all other duties that support the health of the teachers, students, and the administration of The Anchor School. The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties

that may be assigned or skills that may be required.

The Director of Middle School at The Anchor School will be on the leadership team of the school and shall carry the responsibility of organizational effectiveness within the boundaries of the annual operating budget and through the organizational structures set forth in the by-laws of the organization. At a minimum, the responsibilities of the Director of Middle School shall be:

Instructional Leadership

- Direct the instructional vision for the middle school, including the curriculum and instructional methods, professional development, assessment, and evaluation structures.
- Execute onboarding, training, development, and supervision of all employees of the middle school – including delegation therein.
- Participate in all hiring decisions for the middle school.
- Deliver an academic program, school climate, and school culture which ensures the rights of all middle school students and families are met.
- Analyze middle school student subgroup data to ensure equitable practices.
- Implement feedback and evaluation systems in the middle school, as defined by the instructional leadership team.

School Management

- Carry out the mission, vision for equity, and purpose of the middle school.
- Manage middle school operations and monitor key performance indicators.
- Ensure that resources are distributed equitably and in fidelity with the budget.
- Serve as a liaison between the middle school staff and the head of school.
- Serve as a liaison between the middle school staff and the high school staff.
- Communicate the operational needs of the middle school to the Director of School Operations.
- Train and support the performance of the middle school instructional staff.
- Monitor all safety procedures, including development and communication of school's safety/emergency plan, school entry and exit transitions.
- Support and provide input in the logistical planning of school-wide events.
- Identify needs for technological integration and training.
- Develop, document, and train staff in all instructional systems and procedures.
- Plan and implement school culture-building initiatives with the Head of School.

Community-Based Partnerships

- Cultivate relationships with strategic partners who have agreed to advance our mission in the middle school.

- Identify potential place-based project course partners in the middle school curriculum.

Families and Students

- Support the holistic development of middle school students.
- Advise 12-15 students per year.
- Ensure adequate enrollment at school site and, as required, lead the enrollment process by working with the school leadership, teachers, and administrative team to meet enrollment targets.
- Implement an annual enrollment campaign for students, including engagement in local marketing initiatives, and demographic analysis.
- Cultivate positive relationships with every student and family within our learning community.

Compliance

- Monitor, in collaboration with other members of the leadership team, the MTSS process.
- Prepare and communicate academic-achievement related reports for TAS and other entities.
- Ensure compliance with student records related to health and academics.
- Ensure alignment between the mission of the school, the key design innovations of the school, and the instructional practices within the school.

The Director of Middle School will perform all other duties that support teachers, students, and the administration of The Anchor School. The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

At a minimum, the responsibilities of the School Social Worker shall be:

Social Work

- Organize programs for students, parents, and staff pertaining to child abuse, psychological safety, resource development, trauma, community-based resources, and educational issues related to these topics.
- Act as a liaison between students and The Anchor School by administering conferences, home visits, and additional activities.
- Interview students and relatives to obtain the student's historical information regarding medical, social, and emotional conditions.
- Hosts group sessions for students and families who The Anchor School has identified for services.

- Maintains and updates records to ensure accurate information and data.
- Contacts state and local authorities for child abuse issues, student behaviors that require additional support, and any criminal activities concerning students and their safety.
- Attend workshops and seminars to continue to improve skills and learn about current issues affecting students and adolescents.

School Work

- Cultivate relationships with strategic partners who have agreed to advance our mission in the middle school.
- Support the holistic development of middle school students.
- Advise 12-15 students per year.
- Cultivate positive relationships with every student and family within our learning community.
- Support, in collaboration with other members of the leadership team, the MTSS process.
- Prepare and communicate social and emotional learning related reports for TAS and other entities.
- Ensure compliance with student records related to health and academics.
- Ensure alignment between the mission of the school, the key design innovations of the school, and the instructional practices within the school.
- Administer and/or support state and local testing processes and policies.
- Assist administrators and other staff members in the orderly, expedient and safe transition of students from one location to another.
- Prompt, regular attendance in-person and available to work on-site, in-person during regular business hours as defined by the school schedule.
- Performs other duties as assigned by an appropriate administrator or their representative.

The School Social Worker will perform all other duties that support teachers, students, and the administration of The Anchor School. The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

At a minimum, the responsibilities of Lead Teachers shall be:

Instructional Leadership

- Write daily-, weekly-, and unit-level plans for your subject matter.
- Build a warm, supportive, achievement-oriented culture throughout the school.
- Internalize, personalize, and execute daily lesson plans.
- Make instructional decisions with joy, care for the whole child, and purpose.
- Teach every lesson with a clear vision for student success that reflects high academic and behavioral standards.
- Engage in an ongoing data-driven cycle of assessment, analysis, and action.
- Provide consistent rules, routines, and procedures for students.
- Implement school-wide systems that are designed to ensure academic and behavioral alignment.
- Participate in an annual four-week staff training prior to school opening in the fall.

Families and Students

- Support the holistic development of middle school students.
- Advise 12-15 students per year.
- Engage families through phone calls, home visits, and notes.

Compliance

- Commit to deliver on the strategic goals of the school.
- Eagerly engage in a learning community that prioritizes daily professional development.
- Adhere to all requirements outlined in personalized plans for student success (i.e. IEP, 504 Plan, Individualized Graduation Plan).

Project Lead Teacher Additional Responsibilities

- Coordinate with industry professionals and community partners to design curricular experiences that allow students to solve real-world problems.
- Plan and co-teach an interdisciplinary project-based curriculum that exposes students to a real-world problem and gives students an opportunity to present their solutions to the problem.
- Collaborate with teachers across the grade-level to build connections for students between disciplines and subjects.
- Plan and design a celebration of student learning each semester with the Director of Middle School and Head of School.

Lead Teachers may perform other duties that support students of The Anchor School. The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

(Word count is 1855)

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

If so upload their résumé.

Download résumé for the program director

Download résumé: [TheAncho_resume_347_248280.pdf](#)

Partners Table

Program Name: The Anchor School - Before & After School Program

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Compudopt	NAN	Program & Staff	\$25,000.00	Curriculum and training for STEAM subjects and devices for participants.
Results Central	FPO	Program & Staff	\$5,000.00	Paid Results Central staff currently support one aspect of our after school program.
YES!	FPO	Program & Staff	\$2,500.00	Paid YES! staff offer dance enrichment to scholars in the after school program.

Program Name: The Anchor School - Before & After School Program

E. Advisory Council and Operating Partnerships (5 Points)

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

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

To ensure broad-based community, school, and student involvement, The Anchor School will form a community co-design team for these spaces. This team of educators, scholars, families, and community members will work together to ensure a successful planning and implementation of the learning center goals and programs. This team of 10-15 people, including at least two scholars, two parents, and two educators, will meet at least 4 times per year. During these meetings, attendees will sign in and minutes will be kept as a way to ensure there is a record of activity. The goal of the meetings will be to discuss current and future program needs and/or concerns, program operations, and sustainability. At least one Director from The Anchor School will be part of this team.

(Word count is 126)

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

Compudopt

MOA: [Compudopt_moa_347_358.pdf](#)

Results Central

MOA: [Results Central_moa_347_356.pdf](#)

YES!

MOA: [YES!_moa_347_357.pdf](#)

The Anchor School

MOA: [The Anchor School_moa_347_340.pdf](#)

Program Name: The Anchor School - Before & After School Program

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 Executive Director will be responsible to disseminate information about the program to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The information that will be disseminated will include student performance, upcoming activities, and schedules, among other things. The timeline for dissemination will be weekly communications by the Director of School Operations and Director of Middle School regarding basic programmatic updates, monthly newsletters by the Executive Director, and an annual Impact Report from the Executive Director. The method of dissemination will be variable, including email, backpack flyers, ParentSquare messages, and communication through the board portal. All information will be disseminated in the primary, native, and home languages of the families that The Anchor School serves.

The Director of Middle School will regularly provide updates to the rest of the staff at The Anchor School so that there can be meaningful collaboration between staff of the school and staff of the program. The communication process will include daily staff huddles, weekly staff meetings, weekly staff newsletters, and staff emails 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). The collaborations will work seamlessly because all school programs will be happening in the same building, allowing for open communication channels.

(Word count is 233)

Program Name: The Anchor School - Before & After School Program

G. Student Safety and Transportation (6 Points)

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

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

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

This program will happen on campus, thus reducing the distance travelled, travel time, and overall risks associated with transportation to or from the school to the program. For regular school day services, scholars will arrive safely at school via one of four modes of transportation: school bus,

parent vehicle, walking, or public transportation. Families can decide each day which mode of transportation they prefer. In order to ride the school bus provided by The Anchor School, parents must sign a consent form. The school bus provides supervision for scholars before- and after- school. All school buses used for regular day programming are certified by the state for use as school buses.

For before-school programming, scholars must be brought to school by their parents or guardians. No additional transportation is needed. For after-school programming, scholars will remain in the school building and transition with a program supervisor or school director into the room(s) used for the programming. No additional transportation is needed. For summer-school programming, parents will be responsible for transportation to and from the programming. No additional transportation is needed.

All before-, after-, and summer- school programs require parents to review and sign a contract with expectations for all parties involved. Within the day-to-day operations of the program, all participating parents must present themselves and their identification for drop-off and pick-up each day. Only approved parents or guardians are permitted to pick scholars up from the programming. There will always be a school-based Director on-campus during this programming.

Program hours will not change throughout the year, regardless of how early or late it is dark outside.

The school is up to code with the Fire Department, Department of City Planning, and Department of Public Health. All occupied parts of the building meet safety and accessibility standards set by external regulators, including regulations outlined in the Americans with Disability Act.

The facility is large enough to host between 200 and 900 students at full capacity. Therefore, it is large enough to safely accommodate the proposed number of students for the program.

(Word count is 339)

Program Name: The Anchor School - Before & After School Program

H. Sustainability Plan (6 Points)

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

The Anchor School understands that this grant is a capacity-building grant with a goal of achieving sustainable financing at the end of Year 5. Collaborative partnerships are essential for the sustainability of our school model. The Anchor School is establishing partnerships with the local YMCA, local nonprofit organizations (Results Central and YES!), and local higher education institutions (Emory University) to make the plan sustainable. The Anchor School will continue to collaborate with these community based organizations to define the budgetary needs of the programming and to allocate an appropriate amount of money for each program. The Anchor School will build 5- and 10-year projections with our finance and accounting teams to make sure these plans are sustainable to continue beyond year 5 of the grant. Over time, the hope is that the curriculum provided from these organizations is established - thus reducing the overall expenses. Furthermore, the costs associated with running the program will decrease as the spatial design and curriculum design needs decrease. At that time, the only significant expenses that remain are instructional materials and personnel expenses - which will be covered by a combination of school funds, partnerships, program fees, and donations from the philanthropic community. No matter the combination of funds, the programming will not reduce in services as the funds from the grant decrease over time.

(Word count is 219)

Program Name: The Anchor School - Before & After School Program

IV. Evaluation (10 Total Points)

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For this RFP, an external evaluator is an individual, agency, or organization, with **no**

vested interest in the 21st CCLC program. This requirement excludes the original application writer(s); family members of applicants, participants, and partners; employees of applicant; and the applicant's partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. **The amount to be paid to the evaluator from grant funds cannot exceed 3% of the annual grant award amount.** If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21st CCLC sources.

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

A successful Program Evaluator will possess strong analytical and technical skills. This person should have the ability to identify and assess issues and trends, as well as the capacity to interpret data from different sources. Additionally, this individual should be proficient in data analysis, including the ability to research, summarize, and analyze quantitative and qualitative information. Furthermore, strong writing skills are essential for developing recommendations and reports. Lastly, program evaluators should be detail-oriented, highly organized, and possess excellent communication abilities in order to effectively share their findings with stakeholders.

Additionally, effective communication skills are vital, as this individual will need to be able to communicate complex ideas in a simplified way to stakeholders. Presentation and report writing skills are also necessary for successful program evaluation. The ability to clearly articulate the findings from an evaluation, provide recommendations and respond to queries from stakeholders is an important requirement for a Program Evaluator. Flexibility, organization, and problem-solving skills are also important for the successful completion of program evaluations and require the Program Evaluator to think creatively about how best to collect and analyze data. Being able to work independently and manage multiple projects at once is a key component of this role.

The Director of Middle School and Executive Director will implement an evaluation process at least two times per year, in writing, against the performance measures stated in the Goals, Objectives, Activities, and Timeframe table of the application, using data from informal and formal observations of the programming. These regular evaluations will be designed with the intention of strengthening the program. The evaluation plan will address all requirements detailed in GaDOE's expected reporting outcomes - as articulated in the outcomes section of the RFP provided in the application materials.

Data will be gathered to support the evaluation of the program. The Executive Director and Director of Middle School will have access to diagnostic and formative NWEA MAP data for Math and Reading and survey data to participants and program staff. This data will be analyzed for the entire student population, and can be compared to the composite data for the population participating in this programming. This data will be gathered at least three times per year. Additional data will be gathered in Math and ELA classes, where teachers will use weekly standards check-in assessments to ensure that scholars are growing in each respective field. Composite data, presented in ways that is unidentifiable, will be shared with stakeholders at least twice per year - and more frequently, upon request - using media including our monthly newsletter and annual Impact Report.

(Word count is 429)

21st CCLC Competitive Priority Worksheet FY25

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

Fiscal Agent's Name: The Anchor School

[Co-Applicant Guidance](#)

[School Designations](#)

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

☐ No Priority Claimed (0 points)

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

☐ Priority 1: Proposal was submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to the FY25 RFP for more information regarding this criterion. (Maximum of 5 points)

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

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

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

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

21st Century Community Learning Centers ("CCLC")

Specific Program Assurances for Subgrantees

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

Official Entity Name for Fiscal Agent/Subgrant Award Recipient: The Anchor School

Program Name:

The Anchor School - Before & After School Program

Funding Amount

\$82,595.00

Number	Initial Each Box Below	Assurances
1	<input type="text" value="JPT"/>	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	<input type="text" value="JPT"/>	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	<input type="text" value="JPT"/>	Subgrantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
4	<input type="text" value="JPT"/>	The Subgrantee certifies that the community was given timely notice of its intent to submit its application(s) and that the application(s) and any waiver request(s) were available for public review and comment after submission.
5	<input type="text" value="JPT"/>	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	<input type="text" value="JPT"/>	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	<input type="text" value="JPT"/>	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8	<input type="text" value="JPT"/>	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	<input type="text" value="JPT"/>	The 21st CCLC program will take place in a safe and easily accessible facility. It is the responsibility of the Subgrantee to ensure that it meets all requirements, including but not limited to, child-care licensing, occupancy, fire, water, and transportation of students.
10	<input type="text" value="JPT"/>	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	<input type="text" value="JPT"/>	The 21st CCLC program will implement activities that are aligned with the challenging State academic standards and any local academic standards.
12	<input type="text" value="JPT"/>	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.

13	JPT	<p>Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding:</p> <ul style="list-style-type: none"> • Attendance at orientation, training, and other required meetings • Proposed weekly number of hours of operations (minimum of 12 hours/week) • Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence • Sound fiscal management including following reimbursement process requirements of the grant
14	JPT	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	JPT	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
16	JPT	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	JPT	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
18	JPT	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	JPT	Funds shall be used only for financial obligations incurred during the grant period.
20	JPT	The Subgrantee will submit its annual budget within 30 days of the grant award.
21	JPT	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
22	JPT	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	JPT	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	JPT	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	JPT	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	JPT	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	JPT	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	JPT	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	JPT	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	JPT	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	JPT	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
32	JPT	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	JPT	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	JPT	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	JPT	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	JPT	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
37	JPT	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	JPT	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	JPT	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	JPT	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)	<u>Josh Pinto Taylor</u>
Typed Position Title of Fiscal Agency Head (required)	Executive Director
Date (required)	01/30/2024 at 15:52:06

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which

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

b. Employee Relationships

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

c. Remedies for Nondisclosure

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

d. Annual Certification

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II. Disclosure of Conflict of Interest after Agreement Execution

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

III. Incorporation of Clauses

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

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

Typed Name of Fiscal Agency Head (required)	<u>Josh Pinto Taylor</u>
Typed Position Title of Fiscal Agency Head (required)	Executive Director
Date (required)	01/30/2024 at 15:52:06