

**Request for Proposal (RFP)
for Discretionary, Competitive Projects**

Project Year 2015-16

Bureau / Office

Bureau of Family and Community Outreach

Program Name

**21st Century Community Learning Centers
Program (21st CCLC)
Statewide**

TAPS Number

16B030



Released:	March 13, 2015
Intent to Apply Due Date:	April 10, 2015
Application Due Date:	5:00 p.m. EDT, April 29, 2015

Request for Proposal Contents

Section 1: General	4
1.1 Bureau/Office	4
1.2 Program Name.....	4
1.3 Specific Funding Authority	4
1.4 Funding Purpose/Priorities.....	4
1.5 Target Population(s).....	4
1.6 Eligible Applicant(s).....	5
1.7 Application Due Date	5
1.8 Total Funding Amount/Approximate Number of Awards.....	5
1.9 Matching Requirement	6
1.10 Budget/Program Performance Period.....	6
1.11 Contact Persons.....	6
1.12 Assurances.....	6
1.13 Risk Analysis	7
Section 2: Program Requirements and Guidance	7
2.1 Program Development and Design	7
2.2 Approved Program Activities.....	7
2.2.a Literacy and English Language Arts	8
2.2.b STEM (Science, Technology, Engineering and Mathematics)	8
2.2.c College and Career Readiness.....	8
2.2.d Dropout Prevention	9
2.2.e Enrichment Activities.....	9
2.2.f Project Based Learning.....	10
2.3 Student Attendance.....	10
2.4 Times and Frequency of Service Provision	10
2.5 Students with Special Needs	11
2.6 Equitable Services for Private School Participation	12
2.7 Supplemental Meals.....	12
2.8 Coordination With the Regular School Day	13
2.9 Services for Adult Family Members of 21 st CCLC Students	13
2.10 Staffing & Professional Development.....	13
2.11 Facilities	14
2.12 Program Evaluation.....	16
2.13 Coordination of Services	16
2.14 Advisory Board.....	17
2.15 Community Awareness	17
2.16 Dissemination of Information.....	17
Section 3: Program Evaluation Plan Requirements and Guidance	17
3.1 Measurable Objectives and Assessments	17
3.2 Statewide Standard Objectives	20
3.3 Applicant-Specified Objectives.....	22
3.4 Evaluation Data Collection and Reporting Deliverables	23
3.4.a Baseline Data Submission	23
3.4.b Mid-Year Data Submission	24
3.4.c Formative Evaluation Summary	24
3.4.d End-of-Year Data Submission.....	24
3.4.e Stakeholder Survey Data	24
3.4.f Summative Evaluation Report.....	25
3.4.g Federal Data Collection and Reporting.....	25
Section 4: Fiscal and Administrative Requirements	26
4.1 Project Award Notification (Form DOE 200)	26
4.2 Project Disbursement Report (DOE 399).....	26
4.3 Program Income.....	26
4.4 Funding Methods.....	27

4.5	Required Deliverables	28
4.6	Financial Consequences	28
4.7	Allowable Expenses	28
4.8	Unallowable Expenses	29
4.9	Supplement Not Supplant	30
4.10	Executive Order 11-116 (Supersedes Executive Order 11-02)	30
4.11	Intellectual Property	30
4.12	Non-duplication of Effort.....	31
4.13	Records Retention.....	31
4.14	Grants Fiscal Management Training Requirement	31
4.15	Equipment	32
4.16	Administrative and Indirect Cost	32
4.17	Program Evaluation Cost Cap.....	33
4.18	Procurement Services.....	33
4.19	Project Performance Accountability and Reporting Requirements.....	34
4.20	General Education Provisions Act (GEPA)	34
4.21	Equitable Services for Private School Participation	34
Section 5: Scope of Work/Narrative Components and Scoring Criteria		34
5.1	Project Abstract or summary (Fixed Requirement).....	35
5.2	Needs Assessment (10 points)	35
5.3	Program Evaluation (15 points).....	36
5.3.a	Evaluation Plan	36
5.3.b	Measurable Objectives and Assessments	36
5.4	Applicant's Experience and Capacity (7 points).....	37
5.5	Partnerships, Collaboration & Sustainability (13 points)	38
5.5.a	Community Notice	38
5.5.b	Collaboration with Private Schools.....	38
5.5.c	Partnerships	38
5.5.d	Collaborations with the Regular School Day.....	39
5.5.e	Sustainability	39
5.6	Program Plan (30 points)	40
5.6.a	Target students	40
5.6.b	Recruitment and Retention	40
5.6.c	Student Program Activities	41
5.6.d	Adult Family Member Program Activities	42
5.6.e	Staffing Plan and Professional Development.....	42
5.6.f	Program Site	43
5.6.g	Safety and Student Transportation	43
5.6.h	Dissemination Plan.....	44
Section 6: Project Budget and Scoring Criteria.....		44
Project Budget (25 points).....		45
Section 7: Priority Points		46
Section 8: Proposal Submittal Requirements		47
8.1	Web-based System	47
8.2	Notice of Intent-to-Apply.....	47
8.3	Method of Answering Frequently Asked Questions (FAQs) or Providing Changes	48
8.4	Proposal Development Method.....	48
8.5	Conditions for Acceptance/Substantially Approvable Form	49
8.6	Method of Review.....	51
Section 9: 2015-16 Deliverables and Financial Consequences.....		53

Section 1: General

1.1 Bureau/Office

Bureau of Family and Community Outreach (BFCO)

1.2 Program Name

21st Century Community Learning Centers (21st CCLC)

1.3 Specific Funding Authority

Elementary and Secondary Education Act (ESEA), as amended – Title IV, Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C

1.4 Funding Purpose/Priorities

The purpose of the 21st CCLC program is the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program:

- helps students meet state and local student standards in core academic subjects, such as reading and math;
- offers students a broad array of enrichment activities that can complement their regular academic programs; and
- offers literacy and other educational services to the families of participating children.

1.5 Target Population(s)

The target population for 21st CCLC programs is students attending kindergarten through 12th grade in Florida schools:

- eligible for Title I School-Wide Program services, and/or
- where at least 40% of the student body comes from low-income families (as demonstrated by free and reduced-price lunch status)

and their adult family members.

Proposals can only target a maximum of four schools per site.

If free and reduced-price lunch data on the target school is not available (e.g., new public schools or private schools), or if some or all public schools included in the application do not have Title I School-Wide Program (SWP) status, the applicant may use any of the following alternative measures to satisfy the eligibility requirement:

- Document that at least 40% of the students qualify to receive free or reduced-price meals through the United States Department of Agriculture (USDA) National School Lunch Program.
- Document, using the most recent data available from the U.S. Census Bureau, that at least 40% of children in the school attendance area are considered “low-income”, as established by the Census Bureau and published by the U.S. Department of Health and Human Services in the Federal Register (Vol. 80, No. 14, Jan. 22, 2015, p. 3236-3237, <http://aspe.hhs.gov/POVERTY/figures-fed-reg.shtml>).

Information regarding Title I Schools can be found at <http://www.fldoe.org/bsa/title1/parta.asp>.

1.6 Eligible Applicant(s)

Eligible applicants are local educational agencies, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations or entities.

1.7 Application Due Date

Applications are due on or before 5:00 p.m. on April 29, 2015. The due date refers to the date of receipt in the office of Grants Management of a complete application. Facsimile and email submissions are not acceptable. See submission requirements in Section 8.

1.8 Total Funding Amount/Approximate Number of Awards

This year, the FDOE has released two RFPs for 21st CCLC programs. Applicants are encouraged to review both documents and submit a proposal to the RFP better suited for their proposed 21st CCLC program.

The total funding to be released for this funding opportunity is approximately \$12 million, contingent on Florida’s 2015 Federal Award, for quality applications to operate a 21st CCLC program within any county in the State of Florida.

The number of awards and the award amount will be based on the final U.S. Department of Education (USED) award notification and the number of quality proposals approved. It is estimated that the FDOE will award approximately 18 to 25 grants in this competition. The FDOE will not obligate any funds for Project Year (PY) 2015 grants until federal funds are appropriated and the Florida Department of Education has received its federal award notification from USED.

Although applicants may submit applications to both 21st CCLC Request for Proposals, TAPS 16B030 and TAPS 16B036, the applications must be unique and target different schools.

The maximum single award is \$500,000. The maximum combined total funding an agency may receive through this RFP is \$1,500,000.00. The maximum combined total funding across all 21st CCLC programs, whether they are new or continuing awards will not exceed \$2 million for Project Year 2015-16 as a result of this RFP. The minimum award is \$62,500.

Although grants are awarded for five years, there is a 20 percent reduction in funding for years three (3) through five (5). The reduction of funds seeks to encourage programs to research and secure other funds and resources to ensure the 21st CCLC program is sustainable by the end of the grant period. For example, an original award of \$100,000 would be reduced to \$80,000 in years three through five.

Grant Year	Example Amount	Timeframe
Year 1	\$100,000	August 1, 2015-July 31, 2016
Year 2	\$100,000	August 1, 2016-July 31, 2017
Year 3	\$80,000	August 1, 2017-July 31, 2018
Year 4	\$80,000	August 1, 2018-July 31, 2019
Year 5	\$80,000	August 1, 2019-July 31, 2020

Applicants must maintain the same level of services throughout all the years of funding independently of these planned reductions. This may be accomplished by

supplementing the 21st CCLC grant funds with other resources including federal, state and local resources, including in-kind contributions. Performance, and the allocation of federal funds to Florida, may also impact the funding amounts.

1. 9 Matching Requirement

None

1. 10 Budget/Program Performance Period

August 1, 2015 to July 31, 2016.

Federal Programs: The program effective date will be August 1, 2015 or the effective date of the Federal Award Notification, whichever is later.

1. 11 Contact Persons

Program Contact

Ive B. Vintimilla
21st CCLC State Director
Ive.Vintimilla@fldoe.org
850-245-0852

Grants Management Contact

Tiffany Herrin
Office of Grants Management
Tiffany.Herrin@fldoe.org
850-245-0716

1. 12 Assurances

The FDOE has developed and implemented a document entitled, *General Terms, Assurances and Conditions for Participation in Federal and State Programs*, to comply with:

- 2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the USED;
- Applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/0076977-secd.doc>.

New: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and become effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council website at <https://cfo.gov/cofar>.

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law,

or there are other changes in circumstances affecting a term, assurance or condition.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the *General Terms, Assurances and Conditions for Participation in Federal and State Programs* by submitting the certification of adherence page, signed by the agency head.

This item must be submitted, with the application.

21st CCLC Subrecipient Assurances

In addition, all applicants must review and agree to the 21st CCLC Subrecipient Assurances. This document describes many of the requirements governing the operation of a 21st CCLC program in Florida. This document must be signed by the agency head or appropriate designee and included as an attachment to the application.

1. 13 Risk Analysis

Every agency must complete a Risk Analysis from, DOE 610, for school districts, state colleges and state universities, or the DOE 620, for Governmental and non-governmental entities, (as appropriate). Effective July 1,2015 the appropriate DOE 610 or DOE 620 form will be required and approval must be gained prior to a project award being issued.

Section 2: Program Requirements and Guidance

The 21st CCLC requirements are based on the Elementary and Secondary Education Act (ESEA), as amended, Title IV, Part B; the State of Florida Application to USED; and other applicable requirements.

2.1 Program Development and Design

In accordance with ESEA Sec. 4205(b), 21st CCLC programs must be developed and designed using the Principles of Effectiveness. This section of the ESEA states, “For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall –

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) be based upon scientifically-based research, if appropriate, that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.”

2.2 Approved Program Activities

ESEA Sec. 4025(a) identifies the approved activities for a 21st CCLC program. This section states, “Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including –

- (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- (2) mathematics and science education activities;
- (3) arts and music education activities;
- (4) entrepreneurial education programs;
- (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- (6) programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
- (7) recreational activities;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) programs that promote parental involvement and family literacy;
- (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- (12) drug and violence prevention programs, counseling programs, and character education programs.”

Within these federally-defined parameters, the state of Florida, in coordination with the FDOE, has further defined some of the allowed activities to meet the needs of students in our state and target statewide efforts.

2.2.a Literacy and English Language Arts

Literacy is a vital component of 21st CCLC programming and a key skill for student success. It is vital that all Florida students demonstrate evidence of mastery of the Florida Standards by the end of grade three. Reading will prepare them to learn in subsequent grades and later in their post-secondary pursuits. Older students must be proficient readers to be prepared to have successful college and career opportunities. Literacy or English Language Arts activities, whichever is appropriate, should be included for all grade levels.

Additional information and resources can be found at the following:

- www.fcrr.org
- www.justreadflorida.com/educators.asp

2.2.b STEM (Science, Technology, Engineering and Mathematics)

The USED and the FDOE emphasize the importance of focusing on STEM topics in educational programs to help our students be prepared to meet the national need for a STEM-educated workforce. STEM activities should be included for all grade levels.

Additional information and resources can be found at the following:

- You for Youth (Y4Y) www.y4y.ed.gov/teach/stem/
- Florida Department of Education–Mathematics, Science and Stem Programs www.fldoe.org/bii/oms.asp

2.2.c College and Career Readiness

The FDOE emphasizes the importance of college and career readiness in helping Florida students be prepared to complete the education and training they will need to successfully join the workforce. An activity design that supports readiness for college and careers should be incorporated in all

program activities starting in kindergarten and following through to 12th grade. Of course college and career readiness activities will be different in every grade.

Additional information and resources can be found at the following:

- College and Career Readiness: www.fldoe.org/fcs/collegecareerreadiness.asp
- Career Development: www.fldoe.org/workforce/programs/cd_home.asp

2.2.d Dropout Prevention

In Florida, the graduation rate is rising. For example, the graduation rate rose from 59.2 percent in 2003-04 to 75.6 percent in 2012-13. This is a great accomplishment and out-of-school time programs can play an important role in supporting further gains in graduation rates by keeping students motivated, interested and in school. 21st CCLC programs should work with the schools they serve to build appropriate strategies to reclaim and maintain student attention and attendance.

Additional information and resources can be found at the following:

- National Dropout Prevention Center/Network www.dropoutprevention.org/effective-strategies
- 15 Effective Strategies of the National Dropout Prevention Center/Network as a Model for Plan Development: A Technical Assistance Document by Bill Johnson, M.Ed., Consultant, TAESE, Utah State University www.ped.state.nm.us/SEB/technical/Dropout%20Prevention%20TA%20Document%20BJ%204-6-10.pdf
- Florida Department of Education, Bureau of Family and Community Outreach, Dropout Prevention www.fldoe.org/family/dropout/default.asp

2.2.e Enrichment Activities

In order to engage students and to provide them with opportunities for exploration and growth, 21st CCLC programs must offer an array of activities including personal enrichment activities that support the development of healthy strong youths.

Youth development is the natural process through which youths seek ways to meet their basic physical, social, emotional and educational needs and to build the knowledge, skills and resiliency necessary to succeed as they grow and develop.

Applicants should consider incorporating the Healthy Eating and Physical Activity (HEPA) Standards as part of their enrichment activities. The standards are based in part on years of research supported by collaborations with the Harvard School of Public Health (HSPH), the University of Massachusetts at Boston, the Healthy Out of School Time Coalition (HOST) and the National Institute for Out of School Time (NIOST).

Additional information and resources can be found at the following:

- www.niost.org/index.php
- Healthy Eating and Physical Activity (HEPA) Standards <http://www.niost.org/Standards-and-Guidelines/national-afterschool->

[association-standards-for-healthy-eating-and-physical-activity-in-out-of-school-time-programs](#)

- www.afterschoolalliance.org/
- www.naaweb.org/images/HEPAStandards8-4-11final.pdf

2.2.f **Project Based Learning**

Florida's 21st CCLC Program requires that Project Based Learning (PBL) be an integral part of the program plan. PBL combines academic and personal enrichment components into relevant learning experiences for students. In turn, these efforts aim to increase student achievement and train students to be college and career ready by offering an opportunity to develop problem solving and team work skills. Proposed programs must incorporate program based learning strategies into their daily programming for all components (before and after school, and summer). See Section 2.3, Coordination with the Regular School Day.

Research shows that students most readily engage with academic subjects and remember what they learn for a longer period of time when engaged in a PBL environment. PBL motivates students to learn new content and acquire new skills because they find the topic, driving question, and tasks to be relevant and meaningful and can see how the content and skills are relevant to resolving the challenge.

Additional information and resources can be found at www.y4y.ed.gov/teach/pbl/.

There is a vast body of research and resources available on these activities and priorities and applicants should explore and incorporate quality, scientifically-based resources.

The program schedule should reflect an appropriate balance of academic and enrichment activities that clearly support the objectives of the 21st CCLC program. The activities should include a wide range of teaching modalities (e.g., instruction, hands-on, free exploration) to meet the learning styles of all students.

2.3 **Student Attendance**

Research consistently finds that more days of participation and more years of active participation in afterschool programming is related to better student outcomes. The latest 21st CCLC evaluation report published by Learning Point Associates indicated there was a meaningful jump in the positive impacts on student outcomes when participation increased from 30 to 90 days of participation. This finding was consistent across a 5 year period (about a 10 percentage point difference on average).

21st CCLC programs are not drop-in programs. Students must be recruited and provided continuous services designed to encourage full participation in all the daily activities and long term engagement in the program. Attendance must be recorded and reported for each student served.

2.4 **Times and Frequency of Service Provision**

21st CCLC programs may only offer services during non-school hours or periods when school is not in session, including before school, after school, evenings, weekends and school breaks including fall, winter, spring and summer breaks.

Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members. To best serve the children of working families, centers should establish consistent and dependable hours of operation. The minimum operation requirements are as follows:

Afterschool

- Programming must begin within one (1) week of the school start date and continue through at least one (1) week before the end of the school year.
- Projects serving elementary school students must operate for a minimum of
 - 12 hours per week (Monday through Friday)
 - four (4) days per week (Monday through Friday)
- Projects serving Middle and High School students must operate for a minimum of
 - nine (9) hours per week (Monday through Friday)
 - three (3) days per week (Monday through Friday)

In determining the program hours, afterschool programs should consider the time needed for students to transition from the regular school day to the afterschool program, including transportation time if the program is not on the school site. This transition time is not to be included in the program hours.

Summer

- Projects must operate for a minimum of:
 - six (6) weeks
 - four (4) hours per day (Monday through Friday)
 - four (4) days per week (Monday through Friday)

Other

- Non-school day programs such as school breaks, weekends and holidays, must provide a minimum of four (4) hours per day.

Each student in the program must be afforded the full breadth of programming each week listed above (e.g., a program cannot serve boys on Monday and girls on Tuesday). Programs should serve the same students on a daily basis.

21st CCLC program will be fully operational and providing services to students within 30 calendar days of receiving the Award Notification, DOE200, or within 14 calendar days from the first day of incurring 21st CCLC expenditures, whichever is earlier. Programs should not incur expenditures prior to receiving the Award Notification, DOE200.

2.5 Students with Special Needs

In accordance with state and federal laws, students with special needs must be afforded the same opportunities as students in the general population. Students with special needs include those who may be identified as limited-English proficient (LEP), homeless, migrant, or with a physical, developmental, psychological and sensory or learning disabilities, that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Students with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated.

More information on students with special needs and the Homeless Education Program can be found at the following:

- Bureau of Exceptional Education and Student Services www.fldoe.org/ese
- Council for Exceptional Children www.cec.sped.org
- Title X, Part C: Homeless Education Program www.fldoe.org/bsa/title1/titlex.asp

2.6 Equitable Services for Private School Participation

In accordance with P.L. 107-110, No Child Left Behind (NCLB), Title IX, Part E – Uniform Provisions, Subpart 1– Private Schools, Section 9501, Participation by Private School Children and Teachers, applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children’s needs will be identified and what services will be offered. Further, 21st CCLC programs must offer equitable services to students and their teachers or other educational personnel attending private schools located within their service area.

More information can be found at

<http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>.

2.7 Supplemental Meals

21st CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements.

At a minimum, 21st CCLC programs must provide supplemental snacks/meals as follows:

- Afterschool
 - daily nutritious snack
 - daily dinner if program extends four (4) hours or more
- Before school
 - daily nutritious breakfast
- Non-school days
 - Morning programs: one meal and one snack
 - Afternoon programs: one meal and one snack
 - Day-long program or any program lasting six (6) hours or more: two meals and one snack

These are minimum requirements. Applicants must determine the needs of the students they serve and provide additional supplemental meals if necessary.

Snacks/meals cannot be purchased with 21st CCLC funds and must come from other resources. Students shall not be charged for any costs associated with supplemental snacks/meals. Proof that the applicant has secured the needed resources and will be providing supplemental snacks/meals must be submitted before centers can open to students.

More information regarding meals and snacks can be found at the following:

- Food Research and Action Center <http://frac.org/afterschool/snacks.html>
- USDA Afterschool Snacks www.fns.usda.gov/cnd/afterschool/default.htm
- Florida Department of Health Safety and Sanitation Information www.myfloridaeh.com/community/food/index.html
- USDA’s Summer Food Service Program <http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp>

2.8 Coordination With the Regular School Day

In accordance with ESEA Sec. 4202 (b)(2)(D), 21st CCLC program must be designed and carried out in collaboration with the regular school day attended by the students participating in the 21st CCLC activities. As such, the program plan and activities must be designed in coordination with the regular schools attended by the students and implemented to support what the students are learning during the regular school day. For example, PBL topics should reinforce the concepts being learned in the classroom. In order to determine the concepts being learned in the classroom, programs should attempt to acquire the most recent instructional focus calendar, pacing guide or related documents developed by the district and design program activities based on that content.

To support appropriate coordination with the regular school day, proposals can only target a maximum of four schools per site AND the proposal must target a minimum of 10 students per school.

2.9 Services for Adult Family Members of 21st CCLC Students

In accordance with ESEA SEC 4201 (a)(3), 21st CCLC programs must provide opportunities for literacy and related educational development to the family members of students attending 21st CCLC programs. For purposes of this program, the term family includes parents, caregivers, guardians or others such as grandparents, who act in the stead of parents. Services must be meaningful and ongoing. Accordingly, services that are situational or non-recurring, such as Family Nights and special events, do not fulfill the mission of the program and should not be proposed for funding. Examples of services that may be funded by 21st CCLC include English as a Second Language (ESL) classes, literacy and numeracy classes, General Educational Development (GED[®]) test preparation classes, computer classes, citizenship preparation classes, social services and other services that help the family member support the educational goals of the student.

A minimum of six meaningful activities must occur throughout the year.

2.10 Staffing & Professional Development

Background Screening

All 21st CCLC staff and contractors must be cleared through a Level II background screening as described in Chapters 39, 402, and 409, Florida Statutes. Volunteers that assist more than 10 hours per month must also be cleared through a Level II background screening as described in Chapters 39, 402, and 409, Florida Statutes. Further information is available at <http://www.dcf.state.fl.us/programs/backgroundscreening/who.shtml>.

Staffing Plan

All 21st CCLC programs must identify one program director to administer the program. This individual will serve as the primary contact for FDOE in all matters related to the 21st CCLC program. At the minimum, the program director will be responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner. The name and contact information for the program director will be published on the 21st CCLC website operated by the FDOE

(directly or through a third party). This information must also be published in the 21st CCLC website operated by the program.

Each site must identify a site coordinator for each proposed site. This person will be responsible for the daily operation, coordination and delivery of services at their respective program sites. The name and contact information for the site coordinator(s) will be published on the 21st CCLC website operated by FDOE (directly or through a third party). This information must also be published in the 21st CCLC website operated by the program. For one-site programs, the program director and the site coordinator are typically the same individual.

All 21st CCLC programs must identify at least one staff member as responsible for the collection and maintenance of all data including attendance and assessment data.

Academic activities must be supervised and provided by a certified teacher, defined as a teacher with a valid Florida Professional Educator's certificate or a temporary certificate (see SBE Rule 6A-4.001).

It is recommended that sites have student to adult ratios that are no more than 10 students to one instructional staff person (10:1) for all academic activities. Personal enrichment ratios should be no more than 20:1. Ratios should be designed to meet the needs of the students targeted by the program and should be appropriate to support the efforts to improve their academic achievement and personal growth goals.

21st CCLC sites should maintain at least one staff member on site at all times with CPR and First Aid certification.

All 21st CCLC staff must meet the requirements set forth by the cognizant licensing agency.

Professional Development

Each 21st CCLC program must have a professional development plan that is responsive to the needs of its staff. The plan should address the training needs of both the administrative staff and the programmatic staff. All trainings must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the application.

The FDOE will provide a statewide training on August 6 and 7, 2015. This training will include one administrative and one programmatic strand. Each program must include in their application (both the narrative and budget) a commitment to send one administrative staff, typically the program director, and one programmatic staff, typically a site coordinator or a lead teacher. The plan must also include a process to disseminate the information received to other program staff.

Professional development plans may include attendance to other conferences and trainings but these must be clearly linked to the 21st CCLC priorities and the goals, objectives and activities described in the application and may require prior approval by the FDOE 21st CCLC program office.

2.11 Facilities

All 21st CCLC programs must take place in a safe and easily accessible facility (See ESEA SEC. 4204(b)(2)(A)(i)). The proposed facility must be as available and accessible to students and their adult family members as the students' local school. The facility

must have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating area, safe recreational area and study area. The site must provide sufficient space and facilities to maintain and secure equipment and resources. The site must afford students a safe and healthy environment.

All programs must also have a clear strategy for the safe transportation of students to and from the school, the 21st CCLC site (if off-site), and their home.

In an effort to comply with ESEA Sec. 4204(f) Geographic Diversity, the FDOE will not approve applications that

- expand services at an operating 21st CCLC program site;
- propose to provide services at a site that already houses a 21st CCLC program regardless of the agency operating the site; or
- propose a site in close proximity to a site currently operating a 21st CCLC program.

A complete list of sites expected to operate during program year 2015-16 is available at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>.

Childcare Licensing

The 21st CCLC program sites must comply with 402.26-319 F.S. This Florida Statute together with Rule 65C-22.008 of the Florida Administrative Code, define childcare and set forth the requirements for licensing. Childcare licensing is administered by the Florida Department of Children and Families (DCF) in most counties in Florida. Some counties operate their own local licensing agency. These local licensing agencies must comply with the state rules and regulations and may select to exceed the statewide requirements. According to the DCF website, five counties have elected to regulate licensing of child care facilities and homes as provided in §402.306, Florida Statutes, as of the drafting of this RFP. Those counties are Broward, Hillsborough, Palm Beach, Pinellas and Sarasota. More information on childcare licensing may be found at <http://www.myflfamilies.com/service-programs/child-care/licensing-information>.

Programs operated by a public or a non-public school at their sites, and serving children in kindergarten (5-year-olds) and grades one or above, shall not be deemed to be child care (402.3025 F.S.) and as such will not need to provide licensing information or documentation.

All other applicants must describe how they will meet the requirements of licensing for each proposed site and provide documentation to support compliance as follows:

- Provide a copy of the valid child care license for each proposed site. The terms of the license must be in line with the application. For example, the number of children to be served must be the same or less than the number identified in the license.

OR

- Provide a copy of the valid exemption from the Florida Department of Children and Families or their local licensing agency. The copy of the exemption must include a copy of the licensing survey as provided to the licensing agency. The terms of the exemption must be in agreement with the application.

Applicants in the process of securing the required documentation must fully describe the status of the process at the time of the application including the program date when the documentation will be available.

A valid license or exemption must be received by the 21st CCLC program office by July 31, 2015. Applicants that cannot provide the appropriate documentation by July 31, 2015, will not receive an award under this RFP.

The FDOE does not make licensing determinations or provide exemptions or waivers. Only the DCF or the appropriate local licensing agencies have the legal authority to do so. The FDOE reserves the right to confirm the accuracy of the information and documentation provided with the DCF or the appropriate local licensing agency.

For additional information, applicants should contact their local licensing office. Contact details can be found at www.myflfamilies.com/service-programs/child-care/contacts.

2.12 Program Evaluation

21st CCLC programs must implement evaluation plans and overall programs that meet the Principles of Effectiveness as described in ESEA SEC. 4205(2). An effective evaluation plan aligned with these principals will be based on the following:

- Data establishing the need for expanded learning programs (including summer breaks) and activities in the schools and communities;
- Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment and other developmental opportunities; and
- Scientifically-based research that provides evidence of the effectiveness of any program activity implemented.

The amount to be spent on evaluation costs from grant funds cannot exceed 5% of the annual grant award amount. Evaluation costs include all the costs associated with the evaluation of the program including the cost of the purchase of assessment tools, evaluation and assessment trainings, data collection activities, recording and maintenance of data, the purchase of data collection and evaluation systems, data analysis, report writing and any other activities related to the evaluation of the 21st CCLC program.

The 21st CCLC program must identify an independent evaluator for the program. The 21st CCLC evaluator must be an individual, agency or organization with no vested interest in the operations of the 21st CCLC program. Such individuals as grant writer(s), the applicant's partners, family members of the applicants, participants, individuals/agencies that provide trainings to 21st CCLC funded staff, and employees of the applicant whose performance and/or wages are dependent on the 21st CCLC program cannot be program evaluators.

See Section 3, Program Evaluation Plan Requirements and Guidance, for more details.

2.13 Coordination of Services

In accordance with ESEA SEC. 4204(2)(C), applicants shall identify federal, state and local programs that can be combined or coordinated with the proposed program to make the most effective use of public resources. The 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 if 21st CCLC funds had not been available. For example, 21st CCLC funds may not be used to purchase food. However, many current 21st CCLC programs partner with the USDA Food and Nutrition Service for afterschool snacks (through the National School Lunch Program). Local communities can also

participate in the USDA's Summer Food Service Program. These snacks and meals can contribute to the nutritional services provided in 21st CCLC programs.

2.14 Advisory Board

In order to ensure broad-based community, school and student involvement and support, all 21st CCLC programs are required to establish a local 21st CCLC Advisory Board comprised of at least two (2) parents, two (2) students (if middle and/or high school students are served), one (1) regular school day teacher from each target school, and a diverse group of members of community agencies and the private sector. The optimal size is 10 to 15 members. The advisory board must hold a minimum of two (2) meetings per year, with minutes taken and attendance recorded. The focus of the advisory board meetings should include, but is not limited to, current or future program needs and/or concerns, program operations and sustainability.

2.15 Community Awareness

Federal statute requires each applicant to give notice to the community of its intent to submit a proposal and to provide for public availability and review of the proposal and any waiver request(s) after submission. (ESEA, section 4204(b)(2)(L))

2.16 Dissemination of Information

The 21st CCLC programs must disseminate understandable and accessible information about the program including a description of the services and the program location (ESEA Sec. 4204(b)(2)(A)(iii)). The dissemination plan should include informing the community of promising practices and data-based success of the 21st CCLC program.

21st CCLC programs must maintain a program website. The program's website must include program information including a program description, the program address, the target schools, hours of operation and contact information for the site coordinator. A copy of the approved grant narrative must be posted on the website. A section of the website must be devoted to reporting ongoing progress towards the proposed goals and objectives. The website shall be updated at least once a month during the program period and the date of the latest update will be displayed on the page. The website must be active within one month of receipt of the notification of the award.

Section 3: Program Evaluation Plan Requirements and Guidance

A strong evaluation plan helps ensure 21st CCLC programs make continuous progress towards achieving proposed goals and objectives for participating students and parents. Evaluation plans build off well-developed evaluation designs, program objectives, carefully selected performance indicators and outcome measures, and a focus on maximizing the impact on student academic progress and personal development.

3.1 Measurable Objectives and Assessments

Program objectives must be included as part of the 21st CCLC evaluation plan. Program objectives must be Specific, Measurable, Attainable, Realistic and Timely (SMART).

SMART objectives are:

- measureable (using specific measurement instruments);
- performance-based;
- able to assess change in performance over time; and
- challenging.

Applicants serving **only elementary school** students or **only middle and/or high school** students are required to have six (6) objectives. Applicants serving students in **elementary school and secondary school** (middle and/or high) are required to have seven (7) objectives. The chart below briefly summarizes the objective requirements for student and family performance domains according to grade groups served.

Objective Domain	Minimum Objective Domains Required by Age Group(s) Served		
	Elementary Only	Middle and/or High Only	Elementary and Middle and/or High
1. English Language Arts	√	√	√
2. Mathematics	√	√	√
3. Science	√	√	√
4. Personal Enrichment 1*	√	√	√
5. Personal Enrichment 2*	√		√
6. Dropout Prevention and College and Career Readiness		√	√
7. Family Member Performance	√	√	√

√ = Applicant must have least one objective within this domain and age group.

*Applicant may select from a list of choices.

More specifically, at least one objective must be included within each domain with either one or two assessments required per domain as follows:

Applicants Serving Elementary School Students Only

1. English Language Arts
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
2. Mathematics
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
3. Science
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
4. Personal Enrichment
 - Minimum of one objective with one assessment specified by applicant
 - Applicant selects either Health and Nutrition, Arts and Culture, OR Prosocial Behavior and Problem Solving Skills content
5. Personal Enrichment
 - Minimum of one objective with one assessment specified by applicant
 - Applicant selects either Health and Nutrition, Arts and Culture, OR Prosocial Behavior and Problem-Solving Skills content
 - Selection must differ from Objective 4 ensuring inclusion of at least *two different* personal enrichment areas

6. Family Member Performance
 - Minimum of one objective with one assessment specified by applicant
 - Applicant specifies content area aligned with proposed services

Applicants Serving Middle and/or High School Students Only

1. English Language Arts
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
2. Mathematics
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
3. Science
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
4. Personal Enrichment
 - Minimum of one objective with one assessment specified by applicant
 - Applicant selects either Health and Nutrition, Arts and Culture, OR Prosocial Behavior and Problem Solving Skills content
5. Dropout Prevention and College and Career Readiness
 - Minimum of one objective with one assessment specified by applicant
 - Applicant specifies content area aligned with proposed services
6. Family Member Performance
 - Minimum of one objective with one assessment specified by applicant
 - Applicant specifies content area aligned with proposed services

Applicants Serving Elementary School and Middle and/or High School Students

1. English Language Arts
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
2. Mathematics
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
3. Science
 - Minimum of one objective with two assessments
 - Applicant must use standard objective and assessments provided by the FDOE
4. Personal Enrichment (required for all grades served)
 - Minimum of one objective with one assessment specified by applicant
 - Applicant selects either Health and Nutrition, Arts and Culture, OR Prosocial Behavior and Problem Solving Skills content
5. Personal Enrichment (required for elementary students only)
 - Minimum of one objective with one assessment specified by applicant
 - Applicant selects either Health and Nutrition, Arts and Culture, OR Prosocial Behavior and Problem Solving Skills content
 - Selection must differ from Objective 4 ensuring inclusion of at least *two different* personal enrichment areas
6. Dropout Prevention and College and Career Readiness (required for middle/high school students only)
 - Minimum of one objective with one assessment specified by applicant
 - Applicant specifies content area aligned with proposed services

7. Adult Family Member Performance

- Minimum of one objective with one assessment specified by applicant
- Applicant specifies content area aligned with proposed services

Objective assessments measure change in student or family member performance during the program year. ALL required objective assessments must allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programming. This means that for each measure used to assess the required objectives, data must be collected and reported at least three times throughout the year for all participating students. Actual data collection times may vary according to applicant-proposed evaluation plans that are aligned with all data collection and reporting requirements described within this RFP.

Florida's 21st CCLC objectives fall into two categories: **statewide standard objectives** and **applicant-specified objectives**. Statewide standard objectives are required for student academic objectives. For these objectives and corresponding assessments, standard language is provided and required for all applicants. For statewide standard objectives, applicants specify and provide a rationale for their proposed benchmarks and methods of data collection. Applicants *may* also specify additional academic objectives and assessments if desired per their proposed evaluation plan. For applicant-specified objectives, all of the objective and assessment information must be specified by the applicant along with justification for the proposed plan.

Applicants will specify their objective assessment plans using a web-based objective assessment system to be made available by FDOE for the RFP application process.

3.2 **Statewide Standard Objectives**

Applicants are required to have at least two assessments per academic objective in the domains of English Language Arts, mathematics and science according to the standard language and methods shown in the Standard Academic Objective Assessments Table in this section. Applicants are responsible for supplying the "APPLICANT MUST SPECIFY" information reflected in table.

Academic report card grades and state standardized assessments are used as measures for assessing performance on student academic objectives. Academic report card grades will be used for examining progress toward achieving academic objectives and both academic report grades and state standardized assessments will be used for measuring end-of-year performance.

Grading scale conversions will be provided by the FDOE for grading scales that do not follow an A to F scale but can be reasonably aligned to the A to F scale (including but not limited to 1 to 4, 1 to 5, and 1 to 100 grading scales). In some cases, students will not have academic report card grades or the grading system will not align well (e.g., Pass/Fail or E/S/N/U) with the standard assessment plan shown in the Standard Academic Objective Assessments Table. For those students, applicants must specify an alternative measure and assessment plan that will be used in lieu of the academic report card grades standardized plan shown in Table 1. The proposed replacement measure for academic report card grades must allow for assessing progress toward achieving the objective by the middle of the program year and performance on the objective at the end

of the program year. The applicant is still responsible for following the standard objective plan for students who do receive grades that can be aligned with this plan.

The information in the Standard Academic Objective Assessments Table regarding the state standardized assessment of student academic performance is based on information released to date about the Florida Standards Assessments (FSA) and is subject to change as more information and data become available. The FSA will first be administered in spring 2015. Once sufficient information becomes available during the 2015-16 program year, further details on the standard language for FSA objective assessments will be provided to awarded applicants who will then report their program-specific benchmarks for FSA objective assessments. Information on the FSA can be found at <http://fsassessments.org/>.

Standard Academic Objective Assessments Table

Academic Student Performance Objectives			
	Objective 1: English Language Arts/Writing	Objective 2: Mathematics	Objective 3: Science
Objective Narrative	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.
Measure: Academic Report Card Grades			
Objective Assessment: Grades	_____ % of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	_____ % regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	_____ % regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Success Criterion	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)*	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)*	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)*
Indicate and Justify the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Data Collection Points	Academic grades for quarters 1, 2, and 4	Academic grades for quarters 1, 2, and 4	Academic grades for quarters 1, 2, and 4
Person(s) Responsible for Data Collection	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Plan for Obtaining Data	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Student Grade Groups Measured	All grade levels	All grade levels	All grade levels

Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 2
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4	Change in academic grades from quarter 1 to quarter 4	Change in academic grades from quarter 1 to quarter 4
Measure: Florida Standard Assessment (FSA for reading and mathematics; FCAT 2.0 for science)**			
Objective Assessment: FSA	% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	% of regularly participating students will improve to a satisfactory level or above on mathematics or maintain an above satisfactory level.	% of regularly participating students will improve to a proficient level on science or maintain an above proficiency level.
Success Criterion	To be provided after award decisions	To be provided after award decisions	To be provided after award decisions
Indicate and Justify the Benchmark	Required of awardees after award decisions	Required of awardees after award decisions	Required of awardees after award decisions
Data Collection Points	Prior academic year and current academic year	Prior academic year and current academic year	Prior academic year and current academic year
Persons Responsible for Data Collection	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Plan for Obtaining Data	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Student Grade Groups Measured	3 rd to 11 th grades	3 rd to 8 th grades	5 th and 8 th grades

*Most feeder school use an A to F grading scale but some schools may use a different scale. Common grading scale equivalents to the A to F grading scale (including 1 to 4; 1 to 5; and 1 to 100) that can be used for the success criterion will be provided to applicants after award decisions.

**Assessment details for the Florida Standard Assessment are subject to change and will be finalized as more information and data become available.

3.3 Applicant-Specified Objectives

Applicants must specify the details of their proposed objective assessment plans for personal enrichment, dropout and college and career readiness, and family member performance objectives as well as any *additional* academic objectives they wish to include (in addition to the statewide standard objectives and assessments—such *additional* academic objectives are allowable but not required).

For each of the applicant specified objectives, applicants must minimally specify and provide a rationale for each of the following:

- **Objective domain areas to be assessed**
- **Grade levels served by the program for each domain area**
- **Measures:** names of the data collection tools or instruments proposed for examining progress toward and achievement of the objective. If the specific measure is unknown at the time of the application, describe and provide a rationale for the type of measure that will be selected. At least one quantitative measure must be used to assess each objective. This quantitative measure must allow for reporting of baseline

- data, progress toward meeting each objective during the program year, and performance on each objective at the end of the year.
- **Content area for each measure:** primary student or family performance area targeted (e.g., peer interactions, classroom behaviors, grade promotion, healthy eating, and parent literacy).
 - **Benchmark for each measure:** the established percent of participants that are expected to meet the standard for success. Effective benchmarks are challenging yet attainable and data driven (informed by existing data when available).
 - **Student Grade Levels for each measure** (student performance objectives only): student grade levels to be assessed with each measure. Objective assessment data must be collected for all participating students throughout the program year. Applicants must ensure sufficient measures to assess the objective for all grade levels served as required per domain area (Example: For Personal Enrichment Objective #4, if serving 3rd to 12th grade students the applicant may propose one measure that is appropriate for all grade levels served or multiple measures; each appropriate to a given age-group that collectively measures student performance for 3rd to 12th grade students.)
 - **Intended program impact for each measure:** direction or kind of change expected (e.g., improve social skills, increase parent awareness, decrease classroom behavior problems).
 - **Mid-Year Progress for each measure:** method for how quantitative change or progress will be assessed during the year allowing for mid-year reporting.
 - **End-of-Year Performance for each measure:** method for how quantitative change in performance will be assessed at the end of the year.
 - **Plan for obtaining data for each measure:** plan for when and how the data will be collected and who will provide the data.

Though not required, applicants *may* also specify optional objectives and assessments beyond those minimally required. Examples of assessments that may be specified ***in addition to the required assessments*** include but are not limited to:

- assessments based on end of year measures for which no quantitative mid-year progress assessment would be appropriate or available,
- additional academic objective assessments using progress monitoring tools, and
- assessments pertaining to subgroups of students (other than grade groups) that receive programming beyond that provided to all participating students (e.g., services tailored to English Language Learners or smaller groups of students receiving a specialized needs-based intervention).

3.4 Evaluation Data Collection and Reporting Deliverables

Attachment A includes a complete schedule of deliverables, including their due date.

3.4.a Baseline Data Submission

Data will be collected for each participant within the first two weeks of program participation examining initial status pertaining to each objective. These data will serve as a baseline for measuring progress towards program objectives in the subsequent data collection and reporting deliverables. Baseline data must be collected and submitted for all students enrolled in the 21st CCLC program. Program enrollment typically occurs on a rolling basis with students entering the program at different times throughout the program year. Baseline data must be collected for all enrolled students within two weeks of their entering the program

regardless of when they begin participating. There will be a series of due dates for the baseline data to accommodate for the variation in the times when data can be collected or accessed such as when students enter the program and data release dates (e.g., quarterly academic report card grades). All data that can be collected/obtained as of the initial due date must be reported at that time along with the anticipated release dates for any remaining data. All data must be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the FDOE.

3.4.b Mid-Year Data Submission

Mid-year data collection will be used to demonstrate progress towards program objectives between baseline data collection and at least one mid-point data collection timeframe (between when the baseline data are collected and when the mid-year data collection deliverable is due). Mid-year progress data must be reported quantitatively for each objective assessment. All enrolled students who are currently participating at the time of the mid-point data collection must be included in the mid-year data collection and reporting. Actual data collection times may vary according to applicant-proposed evaluation plans that are aligned with all data collection and reporting requirements described within this RFP. All data must be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the FDOE.

3.4.c Formative Evaluation Summary

A formative evaluation must be conducted to examine continual progress toward achieving 21st CCLC program objectives. The Formative Evaluation Summary must include the data-driven program decisions based on the mid-year data collection findings regarding progress toward achieving program objectives.

Modifications based on the Formative Evaluation Summary

Evidence of any enhancements or changes made to the 21st CCLC program based on the formative evaluation findings are reported within this deliverable.

3.4.d End-of-Year Data Submission

End-of-year data collection will be used to demonstrate achievement of objectives and enrollment and participation rates from Sept. 2015 through the end of the 2015-16 school year. End-of-year objectives assessment data for each measure must be collected for all enrolled students who are currently participating in the 21st CCLC program at the time that end-of-year data are collected. Change in performance for each objective assessment must be reported at the end of the program year for all participating students.

Enrollment and participation data collection and reporting will be aligned with federal data collection requirements (once released by the USED). All data must be submitted electronically utilizing data collection spreadsheets or web-based data collection formats provided by the FDOE.

3.4.e Stakeholder Survey Data

Survey data must be collected from participating students and their adult family members and school day teachers to examine stakeholder perceptions of and the impacts of the 21st CCLC program on student academic and personal development. Approved surveys are made available online (for all surveys) and in paper format (for the family member survey only) by the FDOE.

3.4.f Summative Evaluation Report

Comprehensive Summative Evaluation Report (Due in Years 2 and 5)

The Summative Evaluation Report is a comprehensive written report inclusive of student attendance and enrollment rates for Summer and Academic Year programming, indication of achievement of program objectives, reporting of overall operations, final partnerships table, teacher surveys on each student, student and parent satisfaction surveys, and recommendations based on findings from the summative evaluation. All reports will be submitted utilizing reporting formats provided by the FDOE. The summative evaluation conducted during the final year should reflect the entire five (5) year program.

Brief Summative Evaluation Report (Due in Years 1, 3 and 4)

This report is a brief written report summarizing annual evaluation findings pertaining to student attendance and enrollment rates for summer and academic year programming, achievement of program objectives; teacher surveys on each student; student and parent satisfaction surveys; changes recommended for programming, operations, or data collection; and an evaluation based on findings from the summative evaluation. All reports will be submitted utilizing reporting formats provided by the FDOE.

3.4.g Federal Data Collection and Reporting

In accordance to the USED's requirements, each agency implementing a 21st CCLC program must input information and data annually into the federal data collection system regarding their approved and funded 21st CCLC grants. The federal 21st CCLC data collection and reporting system is currently under development. Once the 2015-2016 data collection requirements are released by the USED, awarded subrecipients will be provided with specific information on the federal data collection and reporting requirements. Based on prior program years, it is anticipated that the data required will be as follows:

- General program information
- Detailed information on program operation (e.g., hours, daily attendance, days of operation)
- Student enrollment and attendance
- Percent of students improving in standard measures of academic performance
- A list of all feeder schools attended by students enrolled in the program, as well as percentages of all students from each feeder school
- Tabulated results of teacher surveys provided to regular school day teachers of every student
- Detailed information on each activity provided at each site
- Information on staffing levels and types used by the program in serving students
- Information on each partner and subcontractor involved with the grant
- Percentage of students whose mathematics and English grades improved from fall to spring
- Percentage of students that meet or exceed the satisfactory level of performance on State of Florida Assessments in reading/English Language Arts and mathematics

- Percentage of students whose regular school day teacher(s) reported improvements in homework completion, class participation and behavior
- Detailed information of continuing the evaluation in subsequent years.

Section 4: Fiscal and Administrative Requirements

The fiscal and administrative management requirements for 21st CCLC programs are defined by the Education Department General Administrative Regulations (EDGAR) and other applicable federal, state, and local regulations. The organizations funded through this RFP are designated as subrecipients of federal funds.

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Failure to submit fiscal reports in the timeframes stipulated renders the program out of compliance and may result in early termination and ineligibility for future funding. Funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at www.fldoe.org/grants/greenbook/.

4.1 Project Award Notification (Form DOE 200)

The Project Award Notification will indicate:

- Project budget amount
- Project period (start and end dates)
- Timelines for:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports

Note: Project recipients **do not** have authority to incur expenses or report disbursements outside the specified program period dates.

4.2 Project Disbursement Report (DOE 399)

All subrecipients must report program expenditures using the Project Disbursement Report. These reports must be submitted to the FDOE, Bureau of the Comptroller. The final report is due as indicated on the Project Award Notification.

4.3 Program Income

The intent of the 21st CCLC program is to establish programs that offer academic assistance and enrichment to low-income students and their families. Although not contrary to federal law, the FDOE strongly discourages charging fees.

All income resulting from the collection of fees is deemed program income and as such it must be managed in the same manner as the grant funds. Program income cannot be

used for costs that are not allowable under the federal and state regulations governing the 21st CCLC awards.

Programs intending to charge fees must:

- Clearly indicate the intention to charge fees in the grant application;
- Identify the proposed fees;
- Offer a sliding scale of fees that is thoroughly described in the application;
- Offer scholarships for those who cannot afford the fees;
- Certify that no student or family member will be excluded from such activities due to inability to pay established fee;
- Submit a written request for authorization to charge fees to:
Florida Department of Education
Bureau Chief, Contracts, Grants and Procurement Management Services
325 West Gaines Street, Room 344
Tallahassee, Florida 32399-0400;
- Identify how the agency's accounting system will be able to accurately track and report both the collection and expenditure of the fees;
- Identify how fees will be used to support the 21st CCLC program by submitting a supplementary budget for the programmed income;
- Use all income resulting from the collection of fees exclusively to fund 21st CCLC activities as approved in the grant application; and
- Submit additional deliverables on a monthly basis at the discretion of the FDOE.

Applicants must complete all the steps described above and receive specific approval from the FDOE Bureau Chief of Contracts, Grants and Procurement to charge fees. If the program is not approved to charge fees the first year then fees cannot be charged for the duration of the program.

All activities related to the collection, reporting and expenditure of program fees are subject to audit and monitoring activities. No grant funds may be used to support these activities. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation and penalties such as late pickup fees. The FDOE reserves the right to reduce requested funds based on the proposed fees.

All agencies are required to identify their selected program income reporting method. EDGAR §80.25(b) and the FDOE Green Book describe the two alternatives for applying program income to the 21st CCLC grants: (1) deducting program income from the total allowable costs to determine the net allowable costs, thus reducing the federal agency's or grantee's contributions; or (2) adding program income to the funds committed by the grant, thereby increasing the total amount committed to the grant program.

4.4 Funding Methods

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Cash Advance and Reporting of Disbursements System (CARDS). If it is ever determined that disbursement will exceed the amount of cash on hand plus cash in transit, an online amendment can be made prior to the due date of the next Federal Cash Advance distribution through CARDS. Supporting documentation for expenditures should be kept on file at the

program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Reimbursement with Performance

Reimbursement with performance applies to community- and faith-based organizations and any other non-public district entities. Payment is rendered upon submission of documented allowable disbursements, plus documented completion of specified performance objectives. Requests for reimbursement with the appropriate backup documentation must be submitted. Examples of such documentation include, but are not limited to payroll records, timesheets, contracts, invoices with service dates and student attendance, check numbers verifying payment and/or bank statements, as well as evidence of activities that meet specified performance objectives.

4.5 Required Deliverables

All funded subrecipients will be required to upload evidence of deliverables and activities as described by this RFP. A complete list of required program deliverables may be found in Attachment A. The deliverables includes an array of reports, evaluation data, daily attendance and others as appropriate for the 21st CCLC program. Daily attendance reporting is required every month. The deliverables are due on the 15th day of the month. Deliverables will be reviewed and monitored to determine compliance with the program requirements. Timely and accurate submission of deliverables will be considered to determine subrecipient performance.

4.6 Financial Consequences

In accordance with 215.971(c), F.S., financial consequences will apply if the subrecipient does not achieve the minimum performance standards as described in this RFP. Financial consequences are fully described for each deliverable in Attachment A.

EDGAR 34 CFR 80.43(a), states, “If a grantee or subgrantee materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, an assurance, in a State plan or application, a notice of award, or elsewhere, the awarding agency may take one or more of the following actions, as appropriate in the circumstances:

- (1) Temporarily withhold cash payments pending correction of the deficiency by the grantee or subgrantee or more severe enforcement action by the awarding agency,
- (2) Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance,
- (3) Wholly or partly suspend or terminate the current award for the grantee's or subgrantee's program,
- (4) Withhold further awards for the program, or
- (5) Take other remedies that may be legally available.”

Projects identified as high risk by FDOE may be subject to additional conditions as identified in FDOE’s Green Book, Section G.

4.7 Allowable Expenses

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.

In accordance with 2 CFR 200.403, costs must meet the following general criteria in order to be allowable under federal awards:

- be necessary and reasonable for the performance of the 21st CCLC program
- be allocable to the 21st CCLC program
- conform to any limitations or exclusions set forth 2 CFR 200, Subpart E, Cost Principles or in the Federal award as to types or amount of cost items.
- be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the subrecipient
- be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost
- be determined in accordance with generally accepted accounting principles (GAAP).
- not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period
- be adequately documented

21st CCLC programs may use subcontracts to fulfill some of the needs of the program. Subcontracts may be an allowable expense but cannot account for more than 25 percent of the total budget amount. Individual subcontracts with certified teachers are exempt from this limitation.

4.8 Unallowable Expenses

Expenditures that do not comply with all the criteria described above are not allowable.

The following is a list of some items of costs that are unallowable under this RFP. These costs may not be charged to the grant directly or indirectly.

- Personal digital assistants (PDAs), cell phones, smartphones, and similar
- Service costs to support PDAs, cell phones, smartphones, and similar devices such as wireless services and data plans
- Proposal preparation including the costs to develop, prepare or write the 21st CCLC proposal
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition

- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at www.ed.gov/policy/fund/reg/edgarReg/edgar.html and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE 21st CCLC program office with questions regarding allowable costs.

4.9 Supplement Not Supplant

21st CCLC awards include the federal “supplement, not supplant” provision. As such, 21st CCLC subaward funds may not be used to supplant (i.e., replace) existing programs or funding. Any expenditure that supplants existing programs or funding are not allowable.

21st CCLC funds can only be used to start a new program as prescribed in this RFP or to supplement an existing non-21st CCLC program. Applicants seeking to supplement an existing program must clearly describe how the 21st CCLC funds will supplement and not supplant other funds.

4.10 Executive Order 11-116 (Supersedes Executive Order 11-02)

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

4.11 Intellectual Property

The awarded agency is subject to the following additional provisions:

- Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this grant shall become the exclusive property of the State of Florida and may be copyrighted, patented or otherwise restricted as provided by Florida or federal law. Neither the subrecipient nor any individual employed under this subgrant shall have any proprietary interest in the product.
- With respect to each deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the department pursuant to section 1006.39, F.S., on behalf of the State of Florida.
- In the event it is determined as a matter of law that any such work is not a "work for hire," subrecipient shall immediately assign to the department all copyrights

- subsisting therein for the consideration set forth in the grant and with no additional compensation.
- The foregoing shall not apply to any pre-existing software, or other work of authorship used by subrecipient, to create a deliverable but which exists as a work independent of the deliverable, unless the pre-existing software or work was developed by subrecipient pursuant to a previous grant with the department or a purchase by the department under a State Term Contract.
 - The department shall have full and complete ownership of all software developed pursuant to the grant including without limitation:
 - The written source code;
 - The source code files;
 - The executable code;
 - The executable code files;
 - The data dictionary;
 - The data flow diagram;
 - The work flow diagram;
 - The entity relationship diagram; and
 - All other documentation needed to enable the department to support, recreate, revise, repair or otherwise make use of the software.

4.12 Non-duplication of Effort

Cooperation and communication between agencies is essential to ensure the efficient use of available resources. It is the responsibility of the subrecipients to ensure 21st CCLC resources do not duplicate the services available through other federal, state or local programs or resources.

4.13 Records Retention

It is the responsibility of the subrecipient to retain all financial and program records in an auditable manner. Records must be made available to the USED, FDOE, the Florida Department of Financial Services, the Florida Auditor General, or their designees.

Records must be maintained for five (5) years from the last day of the program or longer if there is an ongoing investigation or audit.

4.14 Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs) and other private not-for-profit organizations that are recipients or subrecipients of FDOE grants are required to participate in Grants Fiscal Management Training offered by the FDOE and the Florida Department of Financial Service (DFS) on an annual basis within 60 days of the signature date of the DOE 200. **The Grants Fiscal Management Training and Assessment Test must be completed by the agency head/CEO or CFO/Head of Finance.** The training and assessment can be found at <https://app1.fldoe.org/grants/trainingMaterials/Default.aspx>.

Failure to obtain the training can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

Note: It is highly recommended that prospective applicants review this training prior to submitting the Intent to Apply. This training will help applicants understand a number of the requirements involved in the administration of a federally-funded program.

4.15 Equipment

Federal Requirement

2 C.F.R. 200.439(b)(2), Equipment and other capital expenditures, states that capital expenditures for special purpose equipment may be allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior approval of the awarding agency, the FDOE. The Education Department General Administrative Regulation (EDGAR) requires that property records be maintained and provide an accurate accounting of equipment purchased with grant funds.

State Requirement

Rule 69I-72.002, F.A.C. – *Threshold for Recording Tangible Personal Property for Inventory Purposes* states, “All tangible personal property with a value or cost of \$1,000 or more and having a programmed useful life of one year or more shall be recorded in the state’s financial system as property for inventory purposes.” Rule, 69I-72.003, *Recording of Property*, states, “Maintenance of Property Records – Custodians shall maintain adequate records of property in their custody. A physical inventory of the property must be taken and the results reconciled with the property records at least once yearly.”

21st CCLC Program Requirement

To ensure that Florida adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of \$1,000 or more on the Budget Narrative Form (DOE101s). All additional equipment purchases with a unit cost of \$1,000 or more and not listed on the original budget approved by the FDOE require an amendment submission and approval by the FSOE prior to purchase.

4.16 Administrative and Indirect Cost

For 21st CCLC programs, administrative costs are capped at 5 percent of the award amount. Administrative costs include both indirect costs and general administrative cost.

School Districts

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs.

State Agencies, Public Universities and State Colleges

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 5 percent or the recipient’s rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds (“pass through” to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and utilities. In the alternative, the department will approve an indirect cost rate of 5 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. Indirect costs shall only apply to federal programs.

Private Colleges, Community-Based Organizations and Other Agencies

No more than 5 percent of each year's budget may be spent on activities related to the administration of the 21st CCLC grant.

General and Administrative Costs

Administrative costs are costs that cannot be identified with any single program (e.g., 21st CCLC) but are indispensable to conducting agency activities and to the organization's survival. The Florida Department of Education recognizes that allowable general and administrative costs (G & A) are essential and legitimate costs of provider agencies. The administrative costs of the provider represent costs which are incurred for common or joint objectives in providing services. Such costs are distributed to all provider programs on an allocation basis; that is, a fair share of expenses is distributed to each service program. G & A costs may include:

- Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties;
- Audit costs;
- Legal fees,
- Equipment associated with administrative tasks or positions;
- Office supplies, postage, communications, travel and other general office costs associated with administrative tasks;
- Maintenance and housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for the administrative offices;
- Facility costs, such as depreciation, rental of space, maintenance and repair, utilities, and property insurance if approved by FDOE;
- Liability insurance; and
- Any other cost associated with administrative activities or tasks.

4.17 Program Evaluation Cost Cap

21st CCLC programs must complete an independent evaluation of the program as described in Section 3. No more than 5 percent of each year's budget may be spent on costs related to the evaluation of the program. While 5 percent is the evaluation cap, it is not required that programs spend 5 percent of their award in evaluation activities. See Section 2.12 for a description of evaluation costs.

4.18 Procurement Services

Applicants must comply with the procurement rules and regulation of the State of Florida and the procurement policies of their agency. When a conflict exists between the state and the agency requirement, the more restrictive requirement governs.

Applicants must ensure that all vendors and contractors (e.g., contractor, consultant) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from transactions with a federal or state department or agency. Verification may be accomplished through the Excluded Parties List System and one or both of the following: (1) collecting a certification from the vendor, or (2) adding a clause or condition to the contract with the vendor. Additional information regarding financial responsibilities can be found at:

- Excluded Parties List System www.sam.gov/portal/public/SAM/##11
- Reference Guide for State Expenditures www.myfloridacfo.com/aadir/reference_guide/

4.19 Project Performance Accountability and Reporting Requirements

The department's program managers will track each program's performance, based on the information provided and the stated criteria for successful performance, and verify the receipt of required deliverables/services prior to payment, as required by sections 215.971 and 287.058(1)(d-e), F.S.

For programs funded via Cash Advance, the department's program managers will verify that the program's activities/deliverables are progressing in a satisfactory manner, consistent with the program narrative and performance expectations, as required by Florida Statutes. For programs funded via reimbursement, the Department's program managers will verify that the program's expenditures are allowable and that performance objectives are progressing in a satisfactory manner consistent with the program narrative and performance expectations.

4.20 General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit** with this application, a one page summary description of the plan proposed by the district or other entity to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs.

For details, refer to <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

4.21 Equitable Services for Private School Participation

In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant **must submit** a detailed plan of action for providing consultation for equitable services to private school children and teachers within the Local Education Agency(ies) service area.

For details, refer to <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Note: Subrecipients are responsible for compliance with all the requirements included in the RFP directly or by reference and all the applicable rules and regulations governing the operation of a 21st CCLC program. All subrecipients must maintain appropriate and sufficient documentation to evidence compliance.

Section 5: Scope of Work/Narrative Components and Scoring Criteria

This section describes the areas that should be included in the narrative section of the application. In some cases, the instructions include minimum standards. Applicants should consider this as such, and understand that proposing just the minimum standards may not result in a competitive application.

Applicants should consider the information provided in Sections 1 through 5 of the RFP when drafting the narrative and clearly indicate how the applicable requirements and guidance will be implemented.

5.1 Project Abstract or summary (Fixed Requirement)

Instructions

This abstract should be drafted once the application is fully developed and include a short statement (about 100 characters) that describes the overall program. The description should briefly identify the program's general goals and objectives, the schools targeted, the ages or grades of the students to be served, a short description of the program activities and how they will contribute to student success, and an overview of the services to be offered to the adult family members of the students served.

Note: Draft the abstract as if the program was in place. Do not use “proposes to” but rather action verbs such as provides, serves and offers.

Review Criteria

- *The proposed program is described in a brief summary, including the program goals, program description and expected impact.*
- *It is clear that the proposed program aligns with the intended Funding Purpose/Priorities.*

5.2 Needs Assessment (10 points)

Instructions

In accordance with ESEA SEC. 4205 (b)(1)(A), the need for a 21st CCLC program must be based on an assessment of objective data. Data obtained for this purpose should:

- describe the demographics of the proposed service areas and targeted population as it relates to risk factors,
- describe the availability and accessibility of afterschool services (if any) for the targeted population,
- identify and describe the demand or need for the proposed services,
- identify and describe community resources and supports that are available to meet these needs or that could be aligned with the proposed program services, and
- describe how the program plans to close the gaps in services where the resources currently available are insufficient to meet the afterschool needs of the community.

The application should respond to the following questions:

- What strategies (activities) were used to identify the need for out-of-school programs in the proposed community?
- What data was used?
- How was the community, including private schools, involved in determining the need for a 21st CCLC program?
- Were the viewpoints of those individuals to be served or impacted directly considered (e.g., local families, students, or principals from feeder schools)?
- What risk factors were considered? How does the community included in the proposal fare in those risk factors?
- What resources are currently available in the community to meet the needs?
- What are the specific needs of the community to be addressed through the proposed program?

All data and research referenced in the application should be properly cited.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the needs assessment strategies are comprehensive and appropriate to identify the needs of the community*
- *the risk factors considered are linked and appropriate to determine the need for a 21st CCLC program*
- *the magnitude or severity of the problem is evident, compelling and well-documented through valid data and research*
- *the specific gaps and needs to be addressed through the 21st CCLC are clearly identified and appropriate for a 21st CCLC program*

5.3 Program Evaluation (15 points)

Section 3, Program Evaluation Plan Requirements and Guidance, provides a comprehensive description of the evaluation requirements and guidelines as well as a description on how to define program objectives.

All data and research referenced in the application should be properly cited.

5.3.a Evaluation Plan

Instructions

Describe the evaluation plan for the proposed program including:

- How will the independent evaluator be identified and what are the qualifications?
- What activities will be included in the evaluation of the program and what is the proposed timeline for these activities?
- How will evaluation activities be coordinated with program staff, students, adult family members and others as applicable?
- How will the evaluation design and data collection plan allow for examining the intended impact of the program?
- How will the evaluation results be used?
- How will the evaluation results be shared with the community?

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the proposed evaluator is independent and well-qualified*
- *the evaluation activities are appropriate and timely for measuring the performance of a 21st CCLC program*
- *the evaluation activities are organized in a manner that minimizes interference with the program activities*
- *the evaluation design and data collection plan are appropriate for examining the intended impact of the program*
- *the program has a method to incorporate evaluation results to improve the quality of the 21st CCLC program*
- *the program has a strong plan to inform the community and stakeholders about the evaluation results.*

5.3.b Measurable Objectives and Assessments

Instructions

Applicants will use the web-based system to develop the Measurable Objectives and Assessment table. In the development of this table, applicants should incorporate the requirements and guidelines provided in Section 3 of this RFP.

All data and research referenced in the application should be properly cited.

If applicable, attach documentation to support that the program will have access to the appropriate student data.

The Measurable Objectives and Assessment table does not count towards the Narrative's maximum number of pages.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the proposed objectives align with the needs and gaps identified in the Needs Assessment section*
- *the proposed objectives meet or exceed the minimum requirements of the RFP*
- *the benchmark for each objective is reasonable and challenging for the target population and well-supported by valid research*
- *the data collection plan is appropriate, well documented and likely to result in access to the appropriate data.*

5.4 Applicant's Experience and Capacity (7 points)

In accordance with ESEA SEC. 4204(b)(2)(J) the applicant must demonstrate that it has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.

Instructions

Describe what pertinent experience the applicant and its major partners hold in providing services in line with the 21st CCLC program goals, objectives and approved activities, as listed in Section 2.2. Include information on the number of years, the types of program(s), documented performance, and any other information to support the capacity of the applicants and its major partners to operate a 21st CCLC program.

Describe what pertinent experience the applicant and its major partners have in managing public funding in general and federal funding specifically. Describe the administrative capabilities of the agency(ies) including its major management systems and their ability to comply with pertinent rules and regulations.

Describe the qualifications of the applicant's leadership and the organizational structure available to support the 21st CCLC program.

Attach an organizational chart that graphically describes how the 21st CCLC program would fit within the applicant's organization.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *applicant and its major partners have appropriate experience to operate a 21st CCLC program*
- *applicant has appropriate experience managing programs funded with public funds*
- *applicant has the capacity to manage the proposed program including compliance with federal, state, and local rules and regulations*

5.5 Partnerships, Collaboration & Sustainability (13 points)

5.5.a Community Notice

In accordance with ESEA SEC. 4204(b)(2)(L), the community to be served must be advised of the applicant's intent to submit an application for a 21st CCLC program and must have access to the application after it is submitted.

Instructions

Describe how the applicant and its major partners informed the community of their intention to submit an application in response to this RFP. Describe how the application will be available to the community following its submittal. Be specific—include a description on the platforms used for dissemination of information, the formats used to share information and documentation and the time table.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *applicant provided timely and meaningful notice to the community*
- *applicant has a valid plan to provide community access to its application*

5.5.b Collaboration with Private Schools

(See also, Section 2.6.)

Instructions

Describe how private schools were provided timely and meaningful consultation in the development of the application including the needs assessment and the development of the program plan. Be specific—include a description on the platforms used for dissemination of information, the formats used to share information and documentation and the time table.

Describe how the applicant plans to offer equitable services to students and their teachers or other educational personnel attending private schools located within their service area.

Describe how the applicant plans to continue to provide timely and meaningful consultation to private schools regarding future program changes and continuing applications if funded to operate a 21st CCLC program.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *applicant provided timely and meaningful notice to the private schools*
- *applicant has a solid plan to offer equitable services to private school students, their teachers, and other educational personnel*
- *applicant has a solid plan to provide continued timely and meaningful consultation to private schools*

5.5.c Partnerships

Instructions

Describe the partnerships supporting the proposed program. Identify each partner and describe their contribution to the program. Describe how the partnership will work.

Complete the Partners Table (does not count towards the 25-page limit)

Attach letters from the proposed partners. Letters must clearly support their commitment to the program and identify their tangible contributions.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *appropriate partnerships that bring substantial contributions to the program have been secured.*
- *the partnerships are aligned with the needs of the population to be served*
- *the partnerships are appropriately documented through commitment letters, Memorandums of Understanding (MOU) or other similar vehicles*

5.5.d Collaborations with the Regular School Day

In accordance with ESEA SEC 4204 (b)(2)(D), the 21st CCLC program must be designed and carried out in collaboration with the schools attended by the students served.

Instructions

Describe how the schools attended by the targeted students were included in the development of the program objectives and activities. Be specific.

Describe what strategies the applicant has developed to continue meaningful consultation with the schools attended by the targeted students. Be specific. Include information on the communication protocols and the information and feedback that will be requested from the schools.

Attach letters from the appropriate schools in the local school district, as applicable.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the applicant secured timely and meaningful consultation with the regular schools attended by the targeted students*
- *the applicant has a solid plan to provide continued timely and meaningful consultation to private schools*
- *the partnerships are appropriately documented through commitment letters, Memorandums of Understanding (MOU) or other similar vehicles*

5.5.e Sustainability

In accordance with ESEA SEC. 4204(b)(2)(K), the applicant must have at least a preliminary plan for how the 21st CCLC program will continue after funding ends.

Instructions

Describe the plan for continued sustainability of the 21st CCLC program.

Describe what strategies will be put in place to ensure that the same level of services is provided during years 3 through 5, when planned funding decreases will take effect. Describe what strategies are in place to develop continued support after the funding ends.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the plan is likely to support the applicants ability to offer the same level of services in years 3 through 5 of the program*
- *the plan offers some viable opportunities for continued sustainability*

5.6 Program Plan (30 points)

5.6.a Target students

In accordance with ESEA SEC. 4203(a)(3), the FDOE may only make awards to applicants who will serve students attending schools eligible for Title I School-Wide Programs under section 1114; or schools that serve a high percentage of students from low-income families.

Instructions

Describe the targeted students including what schools they attend and their grades and/or ages. Identify any risk factors or other characteristics that describe them. If priority will be given during enrollment to any specific students, please fully describe said priority and how it will be applied. Describe how eligible students will be identified. Identify how the targeted students align with the Needs Assessment.

The same students should be targeted for all program components. Further, given the academic emphasis of 21st CCLC, the program will not be able to propose to serve more students in the summer than during the school year component.

Applications that include non-eligible schools will be disqualified.

Note: A maximum of four schools may be targeted by each proposed site.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the application provides a thorough description of the target students*
- *the schools are clearly identified and meet the eligibility criteria*
- *the target students described are aligned with the needs identified in the Needs Assessment section of the application*
- *the target students represent the community students facing the most significant barriers to academic achievement*

5.6.b Recruitment and Retention

Instructions

Describe how the program will identify students that display the characteristics described in the Targeted Students section of the proposal. Describe what strategies will be used to reach those students and enroll them in the 21st CCLC program. Include information on how their families will be reached and engaged in programing.

Describe what strategies the program will implement to ensure that students consistently attend the 21st CCLC activities and participate to the whole array of activities. The application should respond to the following questions:

- How will the program encourage students to remain in the program from beginning to end of the program day?
- How will the program encourage students to attend regularly for an extended period of time?

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the recruitment plan is appropriate for the targeted students described*
- *the recruitment plan is likely to engage the families*
- *the retention strategies are appropriate for the targeted students and are likely to ensure consistent attendance in the program*

5.6.c Student Program Activities

Instructions

(Refer to Section 2.2, Approved Program Activities.)

List and describe the proposed activities to be offered to students and their families. Indicate how the activities are aligned to the needs and the gaps identified in the Needs Assessment. Identify who will lead the activities and what are their qualifications.

Describe how the activities will:

- incorporate the Florida Standards,
- support the regular school day, and
- address the different learning styles and needs of the students.

Include a “day in the afterschool program” description. This narrative should describe what a student will experience from the bell-time at school to the time he or she leaves for home. The description should include details such as transitions, environment, materials, adult supervision, group sizes and any other pertinent information. The reader should get a clear understanding of the afterschool experience.

Programs proposing to serve a wide range of grades should clearly identify what activity will be offered to each grade range, if appropriate.

Include a sample schedule for each component proposed (e.g., after school, summer, holidays) in the attachments.

Complete a Site Profile for each proposed site identifying the students to be served and the program components to be offered. Each application can include up to four(4) sites.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the plan include a wide range of strategies to support the different learning styles of students*

- *the activities are aligned to the needs and the gaps identified in the Needs Assessment*
- *the activities clearly support the regular school day*
- *the activities clearly support the goals and objectives of the program*
- *the proposed activities are well supported by the proposed budget*
- *the activities are likely to encourage continued student attendance*

5.6.d Adult Family Member Program Activities

Instructions

Describe how the 21st CCLC program will provide services to the adult family members of participating students. Describe the types of services as well as how often and how long each activity will be. Describe how the proposed activities are in line with the needs identified during the needs assessment.

Describe the strategies to engage adult family members in the proposed activities and in the education of the 21st CCLC students.

Complete the “Adult Family Member” section of the Site Profile(s).

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the activities are aligned to the needs and the gaps identified in the Needs Assessment*
- *the activities clearly support the goals and objectives of the program*
- *the proposed activities are well supported by the proposed budget*
- *the activities are likely to encourage participation by the adult family members*

5.6.e Staffing Plan and Professional Development

Instructions

Describe how the 21st CCLC program will be staffed to achieve both the program and administrative duties. Discuss staff qualifications, certifications, or experience, and how these support the program goals and objectives. If applicable, explain which tasks will be completed by applicant staff versus contractors.

Describe the plan to recruit, hire and train any new staff needed for the program.

Include an organizational chart for the proposed 21st CCLC program in the attachments.

Describe the professional development plan for the 21st CCLC staff including how the training needs will be identified and met through the program years.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *appropriate staff is included to support the administrative obligations of the program*
- *appropriate staff, both in numbers and qualifications, is included for the proposed activities*

- *the staffing described is supported by the proposed budget*
- *the professional development is in line with the program activities and the students to be served by the proposed program*

5.6.f Program Site

Instructions

Describe the facility(ies) where the proposed 21st CCLC program would take place. Discuss both the indoor and outdoor areas including size and amenities (e.g., eating area, library, basketball court) and how they would be used for the proposed program activities. Describe how the facility provides an appropriate and safe environment. Describe where the facility is located in relation to the student's schools and their homes. Indicate how students and their adult family members can access the facility(ies).

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the facility(ies) offers a wide array of environments conducive to the proposed program activities*
- *the facility(ies) is/are sufficient in size to accommodate the number of proposed students*
- *the description supports that the facility(ies) will provide a safe environment*
- *the description supports that the facility(ies) is/are accessible to students and adult family members*

5.6.g Safety and Student Transportation

In accordance with ESEA SEC. 4204(b)(2)(A), 21st CCLC students must be able to travel safely to and from the program site and home. Student safety is paramount to FDOE and 21st CCLC programs must be designed and delivered in a manner that safeguards students.

Instructions

Describe what processes will be in place to ensure student safety including appropriate supervision, staff screening, qualifications and professional development. Indicate what processes will be in place to receive the students and release them at the end of the program, and how the students will transition from one activity to the next. Indicate any special process for emergencies, fieldtrips, or other situations as appropriate.

Describe how the students will travel from the school site to the program site and from there to their home. If transportation is provided by the program, indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed and safe. If transportation is not provided, then indicate how students are accessing the program and going home including a description of how the program will ensure student safety and continue to operate the scheduled number of hours during the winter months when the sun sets earlier in the evening.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the applicant displays a clear understanding of safety concerns in out-of-school programs*
- *the applicant has appropriate processes in place to safeguard the students*
- *the transportation plan is appropriate and safe*
- *supervision of students is appropriate for the proposed activities and students*

5.6.h Dissemination Plan

Instructions

Describe how the 21st CCLC program will disseminate information about the program, including its location, to the community in an understandable and accessible manner. Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program.

Describe the plan to design, launch and maintain a 21st CCLC program website. Identify what information will be available through the website and who will be responsible for its maintenance and update.

Review Criteria

In scoring this section, reviewers will be instructed to consider whether:

- *the dissemination plan is appropriate for the proposed community*
- *the plan for the website is appropriate and likely to provide accurate and timely information*

Section 6: Project Budget and Scoring Criteria

Senate Bill 2386 was enacted during Florida's 2010 Legislative Session and relates to the oversight of financial matters. Portions of this bill impact many Florida Department of Education subrecipients of discretionary contracts, programs, grants and agreements with amounts of \$35,000 or more executed on or after July 1, 2010. Specific guidance related to the implementation of these provisions was received from the Florida Department of Financial Services at the end of June 2010. Below is a summary of these new requirements and our plans for implementation.

Section 215.971, F.S., Agreements funded with federal and state assistance, and Section 287.058, F.S., Contract document, require that agreements funded with federal dollars of \$35,000 or more include the following elements:

- A scope of work that clearly establishes all of the tasks required to be performed;
- Maintenance of documentation by the subrecipient to evidence the completion of tasks;
- Specific deliverables, to be accepted prior to payment, that:
 - are directly related to a task specified in the scope of work.
 - identify the minimum level of service to be performed.
 - are quantifiable, measurable and verifiable;
- Criteria that will be used by the Florida Department of Education to determine successful performance;
- The FDOE's receipt and acceptance of deliverables in writing prior to payment;
- Financial consequences that will be applied if the contractor/sub-recipient fails to perform; and

- Addressing the property rights of intellectual property related to the contract (grant) and specific rights of the state if the contracted (subgrantee) fails to provide the services or is no longer providing services.

Section 9, Chapter 2010-151, Laws of Florida, amending section 216.3475, F.S., Maximum rate of payment for services funded under General Appropriations Act or awarded on a noncompetitive basis, requires the department, for agreements of \$35,000 or more, to maintain records to support a cost analysis, including the detailed budget submitted by the entity to be funded and the agency's documented review of individual cost elements to determine they are:

- Allowable
- Allocable
- Reasonable
- Necessary

In accordance with ESEA SEC. 4204 (b)(2)(G), grant funds must be used only to supplement, not supplant, any federal, state or local dollars available to support activities allowable under the 21st CCLC program.

The budget request cannot exceed the amount supported by the proposed level of services. To identify the maximum amount, applicant must complete the Service Profile page on the web-based application.

Applicants must maintain a cost analysis for all expenditures that ensures each cost is allowable, reasonable and necessary as required by section 216.3475, F.S. A cost analysis must be included in the application as an attachment for the following cost items:

- salaries of the agency leadership positions if any portion of that salary is included in the program budget.
- equipment with a unit cost of \$1,000 or more
- contractors with an agreement totaling \$5,000 or more on an annual basis.

A cost analysis worksheet can be found on the online application system at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>. Wage estimates can be found on the U.S. Bureau of Labor Statistics' website at www.bls.gov/oes/current/oesrcma.htm.

Project Budget (25 points)

Instructions

Applicants must use form DOE101S, Budget Narrative, for the budget. The form is available on the online application system at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>. The document includes instructions on how to complete the form. There is no page limit for the budget.

Budget Narrative (Column 3) must include a thorough description of each expense as well as a funding formula that details how the line item total was derived. Applicants can access a technical assistance paper developed for 21st CCLC-funded program at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>.

Criteria

- *The budget is thorough, specific and supports the proposed program.*

- The proposed program budget presents expenses that appear to be allowable, allocable and necessary to achieve the objectives of the proposed 21st CCLC program.
- The budget reflects an appropriate balance between administrative and direct service costs.
- The costs are clearly supported by the proposed program and clearly linked to the proposed activities.
- The required personnel, professional and technical services, and/or travel for the proposed program are clearly and adequately explained and appropriate for the proposed program.
- The justifications for expenditures are reasonable and clearly supported by the description.
- The overall program cost is reasonable for the proposed services

Section 7: Priority Points

If earned, priority points may be awarded to applications only after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below **and** provide documentation that it meets the criteria.

It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points. Evidence of eligibility for priority points must be included immediately following the Priority Preference Form.

Priority 1: Evidence that the application targets only high-need students and families (up to 5 points)

Applications that target only high need schools.

Criteria	Points
All the targeted schools hold a school-wide grade of D or F and over 80% of the student body receives free/reduced priced meals	5 points
In all the targeted schools, over 80% of the student body receives free/reduced price meals	3 points
In all the targeted schools, over 65% of the student body receives free/reduced price meals	2 points

Review Criteria

Applicant meets the criteria and provided evidence to support its eligibility.

Priority 2: Evidence that the application involves a partnership targeting schools meeting Differentiated Accountability classification (2 points)

Applications submitted by a partnership between an Local Educational Agency (LEA), a community-based organization, and another public or private entity that propose to serve only students who attend schools meeting Differentiated Accountability (DA) 2014-15 Classification.

The listing of 2014-15 DA schools can be found at on the Florida Department of Education's Bureau of School Improvement web page at www.flshiponline.com/downloads?category=da-lists. More information on DA can be found at www.flshiponline.com/.

Applicant provides a narrative description of the partnership and the roles to be played by each partner and includes a copy of an agreement such as a Memorandum of Understanding signed by all partners.

Review Criteria

Applicant meets the criteria and provided evidence to support its eligibility.

Priority 3: Evidence that the application targets only middle and/or high school students (2 points)

Applications that only include students attending eligible middle and high schools as a target population.

Review Criteria

Applicant meets the criteria and provided evidence within the application to support its eligibility.

Section 8: Proposal Submittal Requirements

8.1 Web-based System

Florida's 21st CCLC Program uses a web-based system. Many components of the application will be completed electronically using this system which can be accessed at <http://www.fl DOE.org/schools/family-community/activities-programs/21st-century-community-learning-center>.

Applicants must register as a user on the 21st CCLC website. Those with an existing account can add the new RFP to their account, while new users must complete the registration.

Existing Users

1. Verify existing username and password.
2. Add RFP to user account.

New Users

1. Submit full name, email (used as account username) and password.
2. Retrieve the confirmation email sent after completion of step 1.
3. Click on the link included in the email to activate the account.

8.2 Notice of Intent-to-Apply

Providing the Notice of Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file an Intent-to-Apply are not required to submit an application.

The Notice of Intent-to-Apply is due April 10, 2015.

The Notice of Intent-to-Apply may be completed on the web-based system. Applicant will have to provide general information on the agency, the main contact for purposes of the 21st CCLC RFP, eligible targeted school(s) and proposed site(s).

The Notice of Intent-to-Apply may also be sent as an email or fax message to:

21stCCLCRFP@fldoe.org

Fax: 850-245-0849

The notice should include agency name; name and email of at least one contact, list of target school(s), and proposed site(s). The department will not be able to send notices and other information regarding the RFP if accurate contact information is not provided.

8.3 Method of Answering Frequently Asked Questions (FAQs) or Providing Changes

Applicants will be able to ask questions regarding the RFP via the web-based system.

Questions may also be submitted in an email, fax message or phone call to:

Ive B. Vintimilla, 21st CCLC director

Phone: 850-245-0852

Fax: 850-245-0849

21stCCLCRFP@fldoe.org

The last day to submit questions is April 10, 2015

Questions will not be answered individually or via phone. All questions and responses will be posted weekly at <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>.

8.4 Proposal Development Method

Following the registration process described in Section 8.1 of this RFP, applicants will have full access to the RFP web-based system. This system will include links to all the required forms and instructions on how to interact with the system and access technical support.

Applicants can begin a new grant proposal by entering the following information about the proposal:

- Program/Grant Name
- Counties to be served
- Proposed 21st CCLC sites
- Total number of students to be served

Some sections of the RFP are web-based and some must be uploaded into the system. The table in Section 8.5 below identifies all the required forms and how to submit each form or application section. Applicants will be able to print all the required forms from the RFP web-based system. Once a proposal has been created, the applicant will be able to work on all web-based sections of the RFP and can save their work and return at a later time. Section 8.5 below provides a detailed explanation of the process to submit each of the RFP required forms.

The RFP portal will close on at 5:00 p.m. on the RFP due date. All originally signed hard copies are due in the Office of Grants Management at 5:00 p.m. on the due date.

8.5 Conditions for Acceptance/Substantially Approvable Form

The requirements listed below **must** be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is received within the FDOE no later than the close of business on the due date.
- Application includes **ALL** the required forms as listed and submitted as identified in the table below.

Form	Description and Requirements	Submission
<p>1. DOE 100A Application Form bearing the <u>original signature of the superintendent for the school district or the agency head</u> for other agencies preferably in <u>blue ink</u>.</p>	<ul style="list-style-type: none"> • Requires original signature: <ul style="list-style-type: none"> – Electronic signatures are not acceptable – Stamp signatures are not acceptable – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. – Submit original to FDOE Office of Grants Management 	<p>Paper Format</p>
<p>2. GEPA Statement bearing the <u>original signature of the Superintendent for the school district or the agency head</u> for other agencies preferably in blue ink.</p>	<ul style="list-style-type: none"> • No page limit • Requires original signature: <ul style="list-style-type: none"> – Electronic signatures are not acceptable – Stamp signatures are not acceptable – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. • Submit original to FDOE Office of Grants Management 	<p>Paper Format</p>
<p>3. General Assurances for Participation in Federal and State Programs bearing the <u>original signature of the Superintendent for the school district or the agency head</u> for other agencies preferably in blue ink.</p>	<ul style="list-style-type: none"> • Required only if not already on file at FDOE • Download from web-based system • Review and sign <ul style="list-style-type: none"> – Electronic signatures are not acceptable – Stamp signatures are not acceptable – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. • Submit original to FDOE Office of Grants Management 	<p>Paper Format</p>

Form	Description and Requirements	Submission
<p>4. 21st CCLC Subrecipient Assurances bearing the <u>original signature of the Superintendent for the school district or the agency head</u> for other agencies preferably in blue ink.</p>	<ul style="list-style-type: none"> • Download from the web-based system • Review • Initial each page and sign on last page <ul style="list-style-type: none"> – Electronic signatures are not acceptable – Stamp signatures are not acceptable – Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. • Submit original to FDOE Office of Grants Management 	<p>Paper Format</p>
<p>5. DOE101S, Budget Narrative</p>	<ul style="list-style-type: none"> • Download DOE101S Form • No page limit • Upload in Excel format to the web-based system 	<p>Electronic Upload</p>
<p>6. Scope of Work Narrative</p>	<ul style="list-style-type: none"> • 25 page limit <ul style="list-style-type: none"> – Arial, 11 point – One (1) inch margins on all sides – Double spacing – Single-sided pages • Upload in Word format to the web-based system 	<p>Electronic Upload</p>
<p>7. Objectives Table</p>	<ul style="list-style-type: none"> • No page limit • Complete information on web-based system <p>Table can be printed for your records.</p>	<p>Completed on web-based RFP System</p>
<p>8. Site Profile(s)</p>	<ul style="list-style-type: none"> • One form per site • No page limit • Complete information on web-based system <p>Table can be printed for your records.</p>	<p>Completed on web-based RFP System</p>
<p>9. Priority Preference Form</p>	<ul style="list-style-type: none"> • Complete on web-based system • Upload support documentation 	<p>Completed on web-based RFP System</p>

Form	Description and Requirements	Submission
10. Attachments <ul style="list-style-type: none"> – Agency-wide Organizational Chart – Proposed 21st CCLC Program Organizational Chart – Childcare License(s) – Sample Afterschool Schedule – Sample Summer Schedule – Partners Table – Letters of Commitment – Cost Analysis (if applicable) 	<ul style="list-style-type: none"> • No page limit • Upload in readable format to the RFP web-based system • As applicable 	Electronic Upload

Organize the required forms in the same order as they are listed in the table above.

Every agency must complete a Risk Analysis from, DOE 610, for school districts, state colleges and state universities, or the DOE 620, for Governmental and non-governmental entities, (as appropriate). Effective July 1,2015 the appropriate DOE 610 or DOE 620 form will be required and approval must be gained prior to a project award being issued.

The proposal package must be temporarily bound using a clip or rubber band.

Permanently bound proposals will not be accepted.

8.6 Method of Review

A peer review process will be used to evaluate the 21st CCLC proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities and geographic locations within Florida.

Project proposals are screened by FDOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed.

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is independently reviewed and scored by three qualified reviewers representing experienced out-of-school time and educational professionals and stakeholders from Florida and, when applicable, around the country.
- Reviewers participate in in-person debriefing meetings. For each proposal, the three (3) assigned reviewers will meet to discuss the merits of the proposals. Reviewers are asked to ensure that all aspects of the proposal are fully considered. Reviewers can but are not required to change the score they assigned to each application during the independent review.
- The 21st CCLC program office ranks the proposals in order from highest to lowest score.
- FDOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the program.

- Awards are subject to the availability of funds.
- Proposals with a final score of less than 70 are not eligible for funding consideration.

The department reserves the right to negotiate with all responsive applicants, serially or concurrently, to determine the best-suited solution. The ranking of the proposals indicates the perceived overall benefits of the application, but the department retains the discretion to negotiate with other qualified applicants, as deemed appropriate.

Application must be submitted by the due date and time to:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-04**

Section 9: 2015-16 Deliverables and Financial Consequences

Deliverables

The applicants will implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students at a minimum of 12 hours/week for programs serving elementary students and/or nine (9) hours/week for programs serving middle or high school students during non-school hours at the approved site(s) for the minimum of 36 weeks. Applicants may have one or multiple centers/sites which may be located in schools, community facilities and/or faith-based facilities, to provide these services from August 1, 2015 – July 31, 2016.

The purposes of the 21st CCLC program are as followed:

- 1) Provide opportunities for academic enrichment by implementing activities to the identified students during out-of-school time and dates as outlined in the agreement.
- 2) Applicants must also offer students a broad array of additional services, programs and activities, such as positive youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs and character education programs that are designed to reinforce and complement the regular academic program of participating students.
- 3) Applicants will offer a minimum of six (6) opportunities related to literacy and educational development to the adult family members of students served by 21st CCLC programs.

To accomplish these purposes, 21st CCLC subrecipients must provide a range of high-quality, problem/project based, diverse services that support student learning and development. Program organizational types included school districts, community-based organizations, faith-based organizations, colleges and universities, and city or county governmental entities.

Source of Requirements

- 2015-2016 21st CCLC Request for Proposals
- Approved Application Scope of Work Narrative
- Approved Application Site Profile Worksheet

Financial Consequences

EDGAR 34 CFR 80.43(a), states, "If a grantee or subgrantee materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, an assurance, in a State plan or application, a notice of award, or elsewhere, the awarding agency may take one or more of the following actions, as appropriate in the circumstances:

- (1) Temporarily withhold cash payments pending correction of the deficiency by the grantee or subgrantee or more severe enforcement action by the awarding agency,
- (2) Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance,
- (3) Wholly or partly suspend or terminate the current award for the grantee's or subgrantee's program,
- (4) Withhold further awards for the program, or
- (5) Take other remedies that may be legally available."

Projects identified as high risk by FDOE may be subject to additional conditions as identified in FDOE's Green Book, Section G.

Documentation submitted to support the completion of tasks will be reviewed on a monthly basis within five (5) days of submittal or the listed due date. Financial consequences will be applied as follows:

- Programs that do not achieve a minimum average daily attendance for student services of 85 percent of the proposed target by October 31, 2015, may receive a reduction in funding. The reduction will be calculated based on the proposed cost per student and the level of services.
- Programs that do not achieve a minimum average daily attendance for student services of 95 percent of the proposed target by February 28, 2016, may receive a reduction in funding. The reduction will be calculated based on the proposed cost per student and the level of services.
- Programs that cannot maintain 95 percent attendance after February 28, 2016, may receive a reduction in funding for subsequent years.
- Programs that do not complete the proposed adult family member activities may receive a reduction in funding of one-half (.05) percent per occurrence or the budget amount related to the activity, whichever is larger.
- Programs that do not submit the required data or do not submit the data in an acceptable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence or the budget amount related to the activity, whichever is larger. Further, programs that do not submit the required data will not receive any additional funding until all data reporting obligations have been met and deemed acceptable by the 21st CCLC program office.
- Programs that do not submit the Formative Evaluation Report, in an acceptable form within the given time frame as approved by the program office, may receive a reduction in funding of two (2) percent per occurrence of the budget amount related to the activity, whichever is larger.
- Programs that do not submit the Summative Evaluation Report, in an acceptable form within the given time frame as approved by the program office, will not receive any additional funding until all reporting obligations have been met and deemed acceptable by the 21st CCLC program office.

Programs that improve attendance may be eligible for an increase in funding up to the originally proposed level of service. Programs will have to provide documentation to support sustained attendance for a minimum of 90 days before requests may be considered by the 21st CCLC program office.

Demonstrated performance of the required deliverables, as well as the timely submission of the documentation to evidence the completion of tasks, will be considered in the development of funding recommendations for subsequent years – years 2 through 5 of this project – and funding recommendations for other 21st CCLC Request for Proposals.

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks															
Sep. 15, 2015		<p>August 1, 2015 – August 30, 2015</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> - Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 505 1131 695"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	After school			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> • Evidence of implementation of academic and personal enrichment activities. • Student Sign-In/Sign-Out Sheets • Web-based monthly Attendance Submission (each site) <ul style="list-style-type: none"> - If there are no student services in August, submit Subgrant Activity Report <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> • Documentation of meeting Supplemental Snacks/Meals Requirement • Orientation/Professional Development (new and/or existing Staff) • Affidavit (letter) outlining screening and training of all staff and volunteers • Monitoring and Quality Improvement Tool (MQIT) Electronic Submission <p>In addition to tasks listed above, agencies exempt from DCF licensing must also submit:</p> <ul style="list-style-type: none"> • Florida Department of Health (DOH) food/sanitation Certificate • A copy of the current and approved annual fire inspection report by a certified fire inspector (or exemption) • Occupant load certificate
Component	Number of Participants	Number of Days/Activities																
After school																		
Weekend/Holidays																		
Summer																		
Family Activities																		

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks															
Oct.15, 2015		<p>September 1, 2015 – September 30, 2015</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 469 1131 659"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	After school			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> Evidence of implementation of academic and personal enrichment activities. Student Sign-In/Sign-Out Sheets Web-based Monthly Attendance Submission (each site) <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> Website and documentation supporting the dissemination of information about the 21st CCLC program Baseline Data
Component	Number of Participants	Number of Days/Activities																
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Component	Number of Participants	Number of Days/Activities																
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Component	Number of Participants	Number of Days/Activities																
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Weekend/Holidays																		
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Feb. 15, 2016		<p>January 1 – 31, 2016</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> Number of students, adult family members, number of service days, and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 467 1129 662"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	After school			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> Evidence of implementation of academic and personal enrichment activities. Student Sign-In/Sign-Out Sheets Web-based Monthly Attendance Submission (each site) <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> Mid-Year Data Mid-Year Data Report Analysis of Year-to-Date Expenditures
Component	Number of Participants	Number of Days/Activities																
After school																		
Weekend/Holidays																		
Summer																		
Family Activities																		
Mar. 15, 2016		<p>February 1 – 28, 2016</p> <p>Implement the Title IV, Part B, 21st Century Community Learning Centers (21st CCLC) program in a safe environment for students and adult family members.</p> <ul style="list-style-type: none"> Number of students, adult family members, number of service days and number of service hours for the period as defined in the Site Profile Worksheet(s). <table border="1" data-bbox="499 997 1129 1192"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>After school</td> <td></td> <td></td> </tr> <tr> <td>Weekend/Holidays</td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> </tr> <tr> <td>Family Activities</td> <td></td> <td></td> </tr> </tbody> </table>	Component	Number of Participants	Number of Days/Activities	After school			Weekend/Holidays			Summer			Family Activities			<p>All applicants must submit the following source documentation on a monthly basis:</p> <ul style="list-style-type: none"> Evidence of implementation of academic and personal enrichment activities. Student Sign-In/Sign-Out Sheets Web-based Monthly Attendance Submission (each site) <p>In addition to the items above, all applicants must submit the following:</p> <ul style="list-style-type: none"> Formative Evaluation Summary Adult Family Member Activity Report and related evidence
Component	Number of Participants	Number of Days/Activities																
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Component	Number of Participants	Number of Days/Activities																
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