

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

**Project Year 2016-17**

Bureau / Office  
**Bureau of Family and Community Outreach**

Program Name  
**21<sup>st</sup> Century Community Learning Centers  
Program (21<sup>st</sup> CCLC)  
Statewide**

TAPS Number  
**17B0030**



**Released: January 29, 2016**  
**Intent to Apply Due Date: March 4, 2016**  
**Application Due Date: 5:00 p.m. EDT, March 23, 2016**

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## Section 1: General

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### 1.1 Bureau/Office

Bureau of Family and Community Outreach (BFCO)

### 1.2 Program Name

21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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 21<sup>st</sup> 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 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 21<sup>st</sup> CCLC programs is students attending kindergarten through grade 12 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.

Target schools must be listed on the National Center for Education Statistics (NCES) available at <https://nces.ed.gov/>.

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 organizations, other public or private entities, or a consortium of two or more of such agencies, organizations or entities.

All public schools, including charter schools, must apply through the school district. See Section 1002.33, Florida Statutes (F.S.) - (1) AUTHORIZATION.—Charter schools shall be part of the state’s program of public education. All charter schools in Florida are public schools. <http://www.flsenate.gov/laws/statutes/2011/1002.33>

**An entity may not apply on behalf of another. The agency completing the Project Application Form (DOE100a) must be the operator of the 21<sup>st</sup> CCLC program.**

## 1. 7 Application Due Date

**Applications are due on or before 5:00 p.m. on March 23, 2016.** 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 21<sup>st</sup> CCLC programs. Applicants are encouraged to review both documents and submit a proposal to the RFP better suited for their proposed 21<sup>st</sup> CCLC program.

The total funding to be released for this funding opportunity is approximately \$20 million, contingent on Florida’s 2016 Federal Award, for quality applications to operate a 21<sup>st</sup> 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. The FDOE will not obligate any funds for Project Year (PY) 2016 grants until federal funds are appropriated and the Florida Department of Education has received its federal award notification from the USED.

Although applicants may submit applications to both 21<sup>st</sup> CCLC Request for Proposals, TAPS 17B0030 and TAPS 17B0036, the applications must be unique and target different schools.

The maximum single award is \$500,000. The minimum award is \$62,500.

The maximum combined total funding an agency may receive through the 2016-17 RFP is \$1,500,000.00.

The maximum combined total funding across all 21<sup>st</sup> CCLC programs operated by an agency, whether they are new or continuing awards, for Project Year 2016-17 as a result of this RFP will not exceed:

- \$2.5 million or
- the total amount across all 21<sup>st</sup> CCLC projects held by an agency as of August 1, 2015, whichever is higher. Applications submitted by school districts on behalf of charter schools will not be considered when calculating the maximum combined total funding.

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 21<sup>st</sup> 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.

<b>Grant Year</b>	<b>Example Amount</b>	<b>Timeframe</b>
Year 1	\$100,000	August 1, 2016-July 31, 2017
Year 2	\$100,000	August 1, 2017-July 31, 2018
Year 3	\$80,000	August 1, 2018-July 31, 2019
Year 4	\$80,000	August 1, 2019-July 31, 2020
Year 5	\$80,000	August 1, 2020-July 31, 2021

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 21<sup>st</sup> 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, 2016 to July 31, 2017.*

Federal Programs: The program effective date will be August 1, 2016, or the effective date of the Federal Award Notification, whichever is later.

**1. 11 Contact Persons**

Program Contact  
Ive B. Vintimilla  
21<sup>st</sup> CCLC State Director  
[Ive.Vintimilla@fldoe.org](mailto:Ive.Vintimilla@fldoe.org)  
850-245-0852

Grants Management Contact  
Tiffany Herrin  
Office of Grants Management  
[Tiffany.Herrin@fldoe.org](mailto: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>.

**Note:** 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.***

**21<sup>st</sup> CCLC Subrecipient Assurances**

In addition, all applicants must review and agree to the 21<sup>st</sup> CCLC Subrecipient Assurances. This document describes many of the requirements governing the operation of a 21<sup>st</sup> 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**

Each agency receiving funds must complete a Risk Analysis form and gain approval of said analysis before a project award may be issued.

- School districts, state colleges, state universities, and state agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in then circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The appropriate Risk Analysis form, DOE 610, may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doi610.xls>.
- Governmental and non-governmental entities, (except state agencies) must use the DOE 620 form. The DOE 620 form is required to be submitted each state fiscal year (July 1-June 30) prior to a Project Award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The appropriate Risk Analysis form, DOE 620, may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doi620.xls>.

## Section 2: Program Requirements and Guidance

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

### 2.1 Program Development and Design

In accordance with ESEA Sec. 4205(b), 21<sup>st</sup> 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 21<sup>st</sup> 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 English language learners 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 FDOE has further defined some of the allowed activities to meet the needs of students in our state and target statewide efforts.

The program schedule should reflect an appropriate balance of academic and enrichment activities that clearly support the objectives of the 21<sup>st</sup> 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.



### **2.2.a Literacy and English Language Arts**

Literacy is a vital component of 21<sup>st</sup> CCLC programming and a key skill for student success. It is vital that all Florida students demonstrate evidence of mastery of the Florida Reading Foundation 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:

- Just Read, Florida! <http://www.fldoe.org/academics/standards/just-read-fl/>
- CPALMS <http://www.cpalms.org/Public/>

### **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:

- Florida Students educational resources for learning <http://www.floridastudents.org/#>
- You for Youth (Y4Y) [www.y4y.ed.gov/teach/stem/](http://www.y4y.ed.gov/teach/stem/)
- Florida Department of Education–Mathematics, Science and STEM Programs <http://www.fldoe.org/academics/standards/subject-areas/math-science/>
- CPALMS <http://www.cpalms.org/Public/>

### **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 grade 12.

Additional information and resources can be found at:

- College and Career Readiness: [www.fldoe.org/fcs/collegecareerreadiness.asp](http://www.fldoe.org/fcs/collegecareerreadiness.asp)
- College & Career Planning: [www.fldoe.org/workforce/programs/cd\\_home.asp](http://www.fldoe.org/workforce/programs/cd_home.asp)
- FloridaShines: <https://www.floridashines.org/>

### **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 76.1% percent in 2013-14. 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. 21<sup>st</sup> 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:

- National Dropout Prevention Center/Network  
[www.dropoutprevention.org/effective-strategies](http://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  
<http://ped.state.nm.us/ped/SEBdocuments/technical/Dropout%20Prevention%20TA%20Document%20BJ%204-6-10.pdf>
- Florida Department of Education, Bureau of Family and Community Outreach, Dropout Prevention <http://www.fldoe.org/schools/family-community/activities-programs/dropout-prevention>

### **2.2.e Enrichment Activities**

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

Youth development is the natural process through which youth 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:

- [www.niost.org/index.php](http://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/](http://www.afterschoolalliance.org/)
- [www.naaweb.org/images/HEPAStandards8-4-11final.pdf](http://www.naaweb.org/images/HEPAStandards8-4-11final.pdf)

### **2.2.f Project Based Learning**

Florida's 21<sup>st</sup> 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 project based learning strategies into their daily activities for all components (before and after school, and summer). See Section 2.8, Coordination with the Regular School Day.

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:

- You for Youth (Y4Y) [www.y4y.ed.gov/teach/pbl/](http://www.y4y.ed.gov/teach/pbl/)

### **2.2.g Specialized Services for High School Students**

Programs serving high school students may choose to incorporate other activities such as career counseling to support the student's efforts to successfully transition to post-secondary education, career and technical education, military service, or other endeavors.

#### Industry Certification Programs

A voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- (a) Within an industry that addresses a critical local or statewide economic need;
- (b) Linked to an occupation that is included in the workforce system's targeted occupation list; or
- (c) Linked to an occupation that is identified as emerging.

Additional information and resources can be found at:

<http://www.fldoe.org/academics/career-adult-edu/industry-certification>

### **2.3 Student Attendance**

The latest 21<sup>st</sup> 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).

21<sup>st</sup> 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. All programs must have a formal sign-in and out process that records the arrival and dismissal time of each student individually and includes at least one point when the student or the adult authorized to pick up the student signs (physically or electronically) the record.

Regularly participating students are those students that participate in the 21<sup>st</sup> CCLC program for 30 days or more. Funded programs will be required to report objective data for all regularly participating students.

### **2.4 Times and Frequency of Service Provision**

21<sup>st</sup> 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.
- Programs 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 elementary in rural areas may request a lower number of service hours per week but must provide at least ten (10) hours per week. The application must include a clear articulation of the reason for the request of the lower number of service hours. The department will make the final determination regarding whether reducing the weekly hours of service is reasonable and necessary.
- Programs 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 days and hours of operations, applicants must consider that positive outcomes for students are strongly linked to a higher number of days of participation in a quality program. Further, the 21<sup>st</sup> CCLC program defines “regularly participating” students as those that attend a minimum of 30 days in year. Programs must implement strategies to maximize the number of participation days for each student.

In determining the program hours, applicants 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.

In determining the program hours, applicants should consider the change in time due to Daylight Savings and that it gets dark earlier during the fall and winter months.

### Summer

Summer programs, if offered, must be designed to serve the same students served during the school year.

- Summer programs serving elementary and middle school students 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)
- Summer programs serving only high school students must operate for a minimum of:
  - four (4) weeks
  - four (4) hours per day (Monday through Friday)
  - four (4) days per week (Monday through Friday)

**Applicants cannot propose a program that operates solely during the summer.**

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 must be designed to serve the same students on a daily basis.

21<sup>st</sup> CCLC programs must be fully operational and providing services to students within 30 calendar days of receiving the Award Notification, DOE 200, or within 14 calendar days from the first day of incurring 21<sup>st</sup> CCLC expenditures, whichever is earlier. Programs should not incur expenditures prior to receiving the Award Notification, DOE 200.

**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 English language learners (ELLs), homeless, migrant, or with a physical, developmental, psychological and sensory or learning disability, that results in significant difficulties in areas such as communication, self-care, attention or behavior, and may require more structured supervision. Students with special needs shall not be excluded from the 21<sup>st</sup> 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:

- Bureau of Exceptional Education and Student Services <http://www.fldoe.org/academics/exceptional-student-edu/>
- Council for Exceptional Children [www.cec.sped.org](http://www.cec.sped.org)
- Title X, Part C: Homeless Education Program <http://www.fldoe.org/schools/family-community/activities-programs/homeless-edu-program.stml>

**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 21<sup>st</sup> CCLC program on issues such as how the children’s needs will be identified and what services will be offered. Further, 21<sup>st</sup> 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>

**Applicants must complete the Equitable Services for Private School Participation Form and submit it with their application.**

**2.7 Supplemental Meals**

21<sup>st</sup> 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, 21<sup>st</sup> 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 21<sup>st</sup> 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](http://www.fns.usda.gov/cnd/afterschool/default.htm)
- Florida Department of Health Safety and Sanitation Information [www.myfloridaeh.com/community/food/index.html](http://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), 21<sup>st</sup> CCLC program must be designed and carried out in collaboration with the regular school day attended by the students participating in the 21<sup>st</sup> 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.

Programs should also review the School Improvement Plan of each of the target schools and identify ways the 21<sup>st</sup> CCLC program may support the improvement plan. The School Improvement Plan for schools in Florida can be found at <https://www.floridacims.org/districts>.

To support appropriate coordination with the regular school day, proposals

- can only target a maximum of four schools per site, AND
- must target a minimum of 10 students per school.

## 2.9 Services for Adult Family Members of 21<sup>st</sup> CCLC Students

In accordance with ESEA SEC 4201 (a)(3), 21<sup>st</sup> CCLC programs must provide opportunities for literacy and related educational development to the adult family members of students attending 21<sup>st</sup> 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 showcases and special events, do not fulfill the mission of the program and should not be proposed for funding.

Services must be designed to provide adult family members with the tools necessary to support their student's academic achievement goals. Examples of services that may be funded by 21<sup>st</sup> CCLC include English as a Second Language (ESL) classes, literacy and numeracy classes, General Educational Development (GED<sup>®</sup>) test preparation classes, computer classes, 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. Programs are encouraged to develop a plan to serve the adult family members based on the need of the community served which generally exceed this minimum requirement.

## 2.10 Staffing & Professional Development

### Background Screening

All 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC website operated by the FDOE (directly or through a third party). This information must also be published on the 21<sup>st</sup> CCLC website operated by the program.

A site coordinator must be identified for each proposed center (i.e. program 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 21<sup>st</sup> CCLC website operated by FDOE (directly or through a third party). This information must also be published on the 21<sup>st</sup> CCLC website operated by the program. For one-site programs, the program director and the site coordinator are typically the same individual.

All 21<sup>st</sup> 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. Other enrichment activity 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.

21<sup>st</sup> CCLC sites shall maintain at least one staff member on site at all times with CPR and First Aid certification.

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

#### Professional Development

Each 21<sup>st</sup> 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 staff charged with the administration of the program and the staff delivering the program activities. All trainings must be clearly linked to the 21<sup>st</sup> CCLC priorities and the goals, objectives and activities described in the application.

The FDOE will provide a statewide training in August of 2016. This training is expected to include at least one administrative and one program strand. Each program must include in their application (both the narrative and budget) a commitment to send one administrative staff person, typically the program director, and one program staff person, typically a site coordinator or a lead teacher for the 21<sup>st</sup> CCLC program. 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 21<sup>st</sup> CCLC priorities and the goals, objectives and activities described in the application and may require prior approval by the FDOE 21<sup>st</sup> CCLC program office. Attendance to conferences and trainings should be accompanied by a plan to disseminate the information learned to other 21<sup>st</sup> CCLC staff.

### **2.11 Facilities**

All 21<sup>st</sup> 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 21<sup>st</sup> CCLC site (if off-site), and their home.



In an effort to comply with ESEA Sec. 4204(f) Geographic Diversity and reduce the risk for duplication of efforts, the FDOE will not approve applications that

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

A complete list of sites currently operating is available at [http://florida21stcclc.usf.edu/index.php?program\\_school\\_search](http://florida21stcclc.usf.edu/index.php?program_school_search).

#### Childcare Licensing

The 21<sup>st</sup> 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. **Each applicant is required to document that each proposed site is in compliance with 402.26-319 F.S.**

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 DCF 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 projected date when the documentation (i.e., license(s) or exemption letters) will be available.

A valid license or exemption must be received by the 21<sup>st</sup> CCLC program office by July 31, 2016. Applicants that cannot provide the appropriate documentation in the form of a valid DCF license or exemption by July 31, 2016, 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.myfamilies.com/service-programs/child-care/contacts](http://www.myfamilies.com/service-programs/child-care/contacts).

## 2.12 Program Evaluation

21<sup>st</sup> 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 principles 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 21<sup>st</sup> CCLC program.

The 21<sup>st</sup> CCLC program must identify an independent evaluator for the program. The 21<sup>st</sup> CCLC evaluator must be an individual, agency or organization with no vested interest in the operations of the 21<sup>st</sup> CCLC program. Such individuals as grant writer(s), the applicant's partners, family members of the applicants, participants, individuals/agencies that provide trainings to 21<sup>st</sup> CCLC funded staff, and employees of the applicant whose performance and/or wages are dependent on the 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC funds had not been available. For example, 21<sup>st</sup> CCLC funds may not be used to purchase food. However, many current 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs.

## 2.14 Advisory Board

In order to ensure broad-based community, school and student involvement and support, all 21<sup>st</sup> CCLC programs are required to establish a local 21<sup>st</sup> 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 at a minimum current or future program needs and/or concerns, program evaluation results, 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))

Applicants must secure and maintain documentation supporting compliance with this requirement including any public notices, processes used to make the application available for review, comments received, and other as applicable.

### **2.16 Dissemination of Information**

The 21<sup>st</sup> 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 21<sup>st</sup> CCLC program.

**21<sup>st</sup> 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**

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A strong evaluation plan helps ensure 21<sup>st</sup> 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 21<sup>st</sup> CCLC evaluation plan. Program objectives must be Specific, Measurable, Attainable, Realistic and Timely (SMART). SMART objectives are:

- measurable (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 seven (7) objectives. Applicants serving students

in **elementary school and secondary school** (middle and/or high) are required to have nine (9) objectives. Those serving all grade levels (elementary, middle, and high) will have ten (10) objectives. The chart below briefly summarizes the objective requirements for student and family performance domains according to grade groups served.

**Table 3.1 Minimum Objective Domains Required by Age Group(s) Served**

Objective Domain	Elementary Only	Middle Only	High Only	Elementary and Middle	Middle and High	All Grades (1-12)
1. English Language Arts	1	1	1	1	1	1
2. Mathematics	1	1	1	1	1	1
3. Science	1	1	1	1	1	1
4. Academic Benchmarks	1	1	1	2	2	3
5. Personal Enrichment 1*	1	1	1	1	1	1
6. Personal Enrichment 2*	1			1	1	1
7. Dropout Prevention and College and Career Readiness		1	1	1	1	1
8. Family Member Performance	1	1	1	1	1	1

\*Applicant may select from a list of choices.

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 21<sup>st</sup> 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 21<sup>st</sup> 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

### 3.2.a Academic Objectives in Core Subjects

Applicants are required to have at least one objective with one assessment per academic objective in the domains of English Language Arts, mathematics and science according to the standard language and methods shown in Table 3.2, Core Academic Subjects Objectives. Applicants are responsible for supplying the “APPLICANT MUST SPECIFY” information reflected in table.

Academic report card grades 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 for measuring end-of-year performance.

**Table 3.2 Core Academic Subjects Objectives**

	<b>Objective 1: English Language Arts/Writing</b>	<b>Objective 2: Mathematics</b>	<b>Objective 3: Science</b>
<b>Objective Narrative</b>	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.
<b>Measure</b>	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
<b>Objective Assessment: Grades</b>	_____ % 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.
Standard for success for graded courses using the A-F grading scale.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C
Standard for success for courses using other grading scales	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Indicate the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
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

<sup>(1)</sup> Regularly participating students are those students that participate in the 21<sup>st</sup> CCLC program for 30 days or more.

### 3.2.b Objectives for Academic Benchmarks

Applicants are required to have at least one objective related to a major academic benchmark related to progress towards timely high school graduation for each grade level (elementary, middle, and high) served. The FDOE has identified three major benchmarks as listed in table 3.3 below.

**Table 3.3 Academic Benchmarks Objectives**

	<b>Objective 1: Third Grade Promotion</b>	<b>Objective 2: Algebra I End-of-Course Exam</b>	<b>Objective 3: High School Graduation</b>
<b>Objective Narrative</b>	Improve the third grade promotion rate based on Florida Standard Assessment (FSA) requirements.	Improve the passing rate of the required Algebra I End-of-Course test for students enrolled in the course.	Improve timely graduation rate within the 4-year cohort for high school students.
<b>Objective Assessment</b>	_____ % of regularly participating students <sup>(1)</sup> in third grade will achieve promotion based on their performance on the FSA.	_____ % regularly participating students <sup>(1)</sup> enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.	_____ % regularly participating students <sup>(1)</sup> will graduate within their 4-year cohort.
<b>Measure</b>	FSA score	Algebra I EOC score	Standard diploma
Standard for success	Students achieve an FSA score sufficient to achieve promotion to fourth grade.	Students achieve an Algebra I EOC score sufficient to pass this requirement.	Students earn a standard high school diploma within their 4-year cohort.
Indicate the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Justify the Benchmark	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY	APPLICANT MUST SPECIFY
Data Collection Points	December End of school year	December End of school year	December End of school year
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	Third graders	Middle and high school	12 <sup>th</sup> graders

Mid-Year Measurement	Progress monitoring assessment if applicable	Progress monitoring assessment if applicable	Progress monitoring assessment if applicable
End-of-Year Measurement	FSA score	Algebra I EOC score	Standard diploma

<sup>(1)</sup> Regularly participating students are those students that participate in the 21<sup>st</sup> CCLC program for 30 days or more.

### 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 No. 4, if serving 3<sup>rd</sup> to 12<sup>th</sup> 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 3<sup>rd</sup> to 12<sup>th</sup> 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 additional objectives and assessments beyond those minimally required. Examples of assessments that may be included 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**

Program evaluation is a key activity for 21<sup>st</sup> CCLC programs. Applicants must have the capacity to collect, maintain, analyze and report individual student data and aggregate program data. Attachment A includes a complete schedule of deliverables, including their due dates for the first year of the 21<sup>st</sup> CCLC program; similar reporting requirements and timelines will apply to every subsequent year of programming.

#### **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 21<sup>st</sup> 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 subsequent due date 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 21<sup>st</sup> 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 21<sup>st</sup> 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 throughout the program year. End-of-year objectives assessment data for each measure must be collected for all enrolled students who are currently participating in the 21<sup>st</sup> 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. 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 21<sup>st</sup> 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.

Applicants must have a plan in place to complete this survey in a timely manner.

**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 21<sup>st</sup> CCLC program must input information and data annually into the 21<sup>st</sup> CCLC Annual Performance Report (21APR) federal data collection system regarding their approved and funded 21<sup>st</sup> CCLC grants. Once the 2016-17 data collection requirements are released by the USED, awarded subrecipients will be provided with specific information on the federal data collection and reporting requirements. The 21APR requires the following data:

- General program information
- Student enrollment and attendance
- A list of all feeder schools attended by students enrolled in the program for each site
- Detailed information on each activity provided at each site
- Information on staffing levels and types used by the program in serving students
- A list of each partner involved with the subgrant for each site
- Number of regularly participating students whose mathematics and English grades improved from fall to spring
- Tabulated results of teacher surveys provided to regular school day teachers of regularly participating students
- Number of regularly participating students whose regular school day teacher reported improvements in homework completion, class participation, and behavior

Additional reporting requirements may be implemented.

## Section 4: Fiscal and Administrative Requirements

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The fiscal and administrative management requirements for 21<sup>st</sup> 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/](http://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 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program by submitting a supplementary budget for the programmed income;
- Use all income resulting from the collection of fees exclusively to fund 21<sup>st</sup> 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 21<sup>st</sup>

CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation and penalties such as late pickup fees. All agencies are required to identify their selected program income reporting method.

2 C.F.R. Part 200.307 (e)(1) indicates that ordinarily, program income must be deducted from the total allowable costs of the 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 Florida Grants System (FLAGS). Supporting documentation for expenditures must be kept on file at the agency. 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. Agencies eligible to receive Federal Cash Advance must maintain all program deliverables up to date. The FDOE reserves the right to restrict access to advances if agency fails to comply with the reporting requirements of the 21<sup>st</sup> CCLC program.

##### 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 are required to upload evidence of deliverables and activities as described by this RFP. A complete list of required program deliverables can be found in Attachment A. The deliverables include an array of reports, evaluation data, daily attendance and others as appropriate for the 21<sup>st</sup> CCLC program. Daily attendance reporting is required every month. The deliverables are due on the 15<sup>th</sup> 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.

2 C.F.R. Part 200.338 identifies the following regarding remedies for non-compliance: “If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in §200.207 Specific conditions. If the Federal awarding agency or pass-through entity determines that noncompliance cannot

be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate the Federal award.
- (d) Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- (e) Withhold further Federal awards for the project or program.
- (f) 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 21<sup>st</sup> CCLC program
- be allocable to the 21<sup>st</sup> 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

#### **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 devices
- 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 21<sup>st</sup> CCLC proposal, the pre-application needs assessment, and planning activities.
- Pre-award costs

- Entertainment including celebrations, parties or socials whether they are for the students, their adult family members, agency staff or others. A field trip without the approved academic support will be considered entertainment.
- Meals, refreshments or snacks
- 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 including any article of cloth that includes the name of the agency or any other entity
- Promotional or marketing items (e.g., flags, banners, giveaways)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition and scholarships
- 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](http://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/](http://www.myfloridacfo.com/aadir/reference_guide/).

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

#### **4.9 Contractors**

21<sup>st</sup> CCLC programs may use subcontracts to fulfill some of the needs of the program. Subcontractors can provide ancillary services to the program but cannot provide or be responsible for 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. Applications that exceed this cap will be disqualified from the competitive RFP process.

**21<sup>st</sup> CCLC subrecipients cannot further subgrant the 21<sup>st</sup> CCLC program or any part thereof.** Prior to entering into a relationship with any outside entity, funded agencies should complete a subrecipient and contractor determination as described in 2 C.F.R. Part 200.330 and maintain documentation to support that the determination was completed prior to engaging the outside entity.

All relationships with contractors must be based on a written agreement that clearly identifies the scope of work to be completed by the contractor; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for non-performance; and any other information as required by applicable federal, state, and local rules and regulations.

#### **4.10 Supplement Not Supplant**

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

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

#### **4.11 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>.

#### **4.12 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.

#### **4.13 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 21<sup>st</sup> CCLC resources do not duplicate the services available through other federal, state or local programs or resources. Further, there cannot be duplication of efforts within the 21<sup>st</sup> CCLC program.

#### **4.14 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 program activity, typically the submission of the final project disbursement report or longer if there is an ongoing investigation, monitoring or audit.

#### **4.15 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 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.

#### **4.16 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 Regulations (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."

#### 21<sup>st</sup> 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 (DOE 101s). 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 FDOE prior to purchase.

21<sup>st</sup> CCLC programs must also record and track all "attractive" items purchased with 21<sup>st</sup> CCLC funds. Attractive items are those that can be easily removed from the program and repurposed. Examples of attractive items include cameras, laptops, tablets and other electronics.

All 21<sup>st</sup> CCLC programs must have a process to secure all program equipment and supplies.

#### **4.17 Administrative and Indirect Cost**

For 21<sup>st</sup> CCLC programs, administrative costs are capped at 6 percent of the award amount. Administrative costs include both indirect costs and general administrative costs. For example, a \$200,000 program could spend up to \$12,000 in the administration of the program.

More information is available in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.shtml>.

- **Indirect Costs**

Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs.

An indirect cost rate is simply a mechanism for determining fairly and conveniently within the boundaries of sound administrative principle—what proportions of the indirect costs each programs should bear. An indirect cost rate represents the ratio between the total indirect costs and benefiting direct costs, after excluding unallowable costs, and extraordinary or distorting expenditures (i.e., capital expenditures and major contracts and subgrants).

Since the 21<sup>st</sup> CCLC program includes the *Supplement, not Supplant* provision (see section 4.10), only restricted indirect cost rates can be used.

- **General and Administrative Costs**

Administrative costs are costs related to the management and administration of a program. For organizations that do not have a negotiated restricted indirect cost rate or chose not to use such a rate, this cost category would also include those costs traditionally included in the indirect costs. General and administrative costs are

directly charged to program. That means that they are included in the budget by type (e.g., salary, supplies) and identified as an administrative cost.

Some examples of the types of costs typically considered administrative in nature are:

- Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties (human resources, purchasing, clerical, compliance with rules)
- 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
- 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

Any cost that is included in the calculation to determine the restricted indirect cost rate cannot also be included as a directly charged administrative cost.

#### **4.18 Program Evaluation Cost Cap**

21<sup>st</sup> 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.

Evaluation costs include the cost of the independent evaluator, staff time to record and maintain program data, staff time to complete the federal reporting requirements, and any other cost associated with the evaluation of the program. See Section 2.12 for a description of evaluation costs.

#### **4.19 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](http://www.sam.gov/portal/public/SAM/##11)
- Reference Guide for State Expenditures [www.myfloridacfo.com/aadir/reference\\_guide/](http://www.myfloridacfo.com/aadir/reference_guide/)

#### 4.20 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.

#### 4.21 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>.

#### 4.22 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 21<sup>st</sup> CCLC program. All subrecipients must maintain appropriate and sufficient documentation to evidence compliance.

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

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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.

The reviewer criteria described will be used to score each section of the application. Each section of the application will be weighted as follows:

<u>Section</u>	<u>Points</u>
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Project Abstract/Summary	0
Needs Assessment	7
Program Evaluation	15
Experience and Capacity	10
Partnerships, Collaboration & Sustainability	8
Program Plan	35
Program Budget	25
<b>TOTAL Possible Points</b>	<b>100</b>

Applicants may also request priority points as listed in Section 7 of the RFP.

### 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 words) 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 (7 points)

#### **Instructions**

In accordance with ESEA SEC. 4205 (b)(1)(A), the need for a 21<sup>st</sup> 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 21<sup>st</sup> 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 narrative is responsive to the questions above*
- *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 21<sup>st</sup> 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 21<sup>st</sup> CCLC are clearly identified and appropriate for a 21<sup>st</sup> 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 required qualifications?
- What activities will be included in the evaluation of the program and what is the proposed timeline for these activities?
- What process will be put in place to ensure accurate data is collected, maintained, and reported?
- 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 narrative is responsive to the questions above*
- *the proposed evaluator is independent and well-qualified*
- *the evaluation activities are appropriate and timely for measuring the performance of a 21<sup>st</sup> CCLC program*

- *the evaluation activities are organized in a manner that minimizes interference with the program activities*
- *the evaluation design is appropriate to support that valid data will be collected and maintained*
- *the timeline and data collection plan are appropriate to meet the reporting requirements of the program*
- *the program has a method to incorporate evaluation results to improve the quality of the 21<sup>st</sup> 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.

Applicants must attach documentation to support that the program will have access to the appropriate student data (e.g., data sharing agreement with the target schools).

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 (10 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 has in managing programs as follows:

- **Program Administration and Fiscal Management**  
Describe what experience the applicant has in managing public funding and specifically, federal funding. Describe the administrative capabilities of the agency(ies) including its major management systems and policies and its ability and experience to comply with pertinent rules and regulations. Describe the outcome of

all monitoring and audit activities related to program administration and fiscal management for the last two years (calendar years 2014 and 2015) including any corrective actions implemented, if applicable.

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

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

- **Program Implementation**

Describe what experience the applicant has providing services in line with the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program. Describe the outcome of all monitoring and audit activities related to program implementation for the last two years (calendar years 2014 and 2015) including any corrective actions implemented, if applicable.

- **Program Evaluations**

Describe what experience the applicant has in collecting, maintaining, analyzing and reporting accurate program evaluation data. Describe what processes are in place to support the evaluation activities required. Describe what pertinent experience the agency has in using evaluation data to improve program plans in an effort to improve program quality. Describe the outcome of all monitoring and audit activities related to evaluation for the last two years (calendar years 2014 and 2015) including any corrective actions implemented, if applicable.

***Review Criteria***

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

- *applicant has appropriate experience to operate a 21<sup>st</sup> CCLC program in each of the areas listed*
- *applicant has appropriate processes in place to properly manage each of the activities listed*
- *applicant agency has qualified staff and a strong governing structure*
- *applicant has the capacity to manage the proposed program including compliance with federal, state, and local rules and regulations*

**5.5 Partnerships, Collaboration & Sustainability (8 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 21<sup>st</sup> CCLC program and must have access to the application after it is submitted.

**Instructions**

Describe how the applicant 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. Include a detailed description

of the platforms used for dissemination of information, the formats used to share information and documentation and the time table.

#### 21<sup>st</sup> CCLC Program web page

Describe how the agency plans to develop, launch and maintain a program web page. Describe what information will be available on such a page, what staff will be charged with maintaining the web page and the timeline for each launch and maintenance of the web page.

#### **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*
- *applicant has a strong plan for the program web page with an appropriate timeline and lines of responsibility*

### **5.5.b Partnerships**

#### **Instructions**

Describe any partnerships the applicant has secured to support 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 documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly articulate their support of 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, MOU or other similar vehicles*

### **5.5.c Collaborations with the Regular School Day**

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

#### **Instructions**

Describe how the agency will comply with the requirements of the NCLB regarding collaboration with the school(s) that the proposed target students attend during the day in the following areas:

- Consultation during the Development of the Application  
Describe how the schools attended by the targeted students were included during the needs assessment and in the development of the program



objectives and activities. Applicants should be specific identifying the processes used and the contributions of the school(s).

- **Continued Collaboration**

Describe what strategies the applicant has developed to continue meaningful collaboration with the schools attended by the targeted students. Describe the role of the 21<sup>st</sup> CCLC program in the School Improvement Plan. Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

Attach letters from each of the schools attended by the targeted students. Letters must clearly identify the school's role and collaboration commitment (e.g., data sharing agreement, point of contact).

**Review Criteria**

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

- *the applicant included the school(s) attended by the targeted students and incorporated their feedback in the development of the program's objectives and plan*
- *the applicant has a solid plan to provide continued timely and meaningful collaboration with the regular school attended by the target students*
- *the applicant clearly identifies the School Improvement Plan areas that will be supported by the 21<sup>st</sup> CCLC and how the supports will work*
- *the partnerships are appropriately documented through commitment letters, Memorandums of Understanding (MOU) or other similar vehicles*

**5.5.d Sustainability**

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

**Instructions**

Describe the agency's plan for continued sustainability of the 21<sup>st</sup> 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 applicant's 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 (35 points)**

**5.6.a Target students**

In accordance with ESEA Section 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. In Florida, high percentage is defined as schools where at least 40 percent of the students are eligible to receive free/reduced priced meals. Applicants serving students who attend schools under the Community Eligibility Provision should use the numbers reported to the FDOE through Survey 3 (typically submitted in February).

### **Instructions**

Describe the targeted students including what schools they attend and their grades and/or ages. Identify the 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 21<sup>st</sup> 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 not be considered.**

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 21<sup>st</sup> CCLC program. Include information on how their families will be reached and engaged in programming.

Describe what strategies the program will implement to ensure that students consistently attend the 21<sup>st</sup> 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 and considers the characteristics of those students (e.g., grade level)*
- *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. 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.

For each activity the applicant must identify:

- a description of how the activity is expected to improve student academic achievement as required by ESEA Section 4204(b)(2)(B)
- Lead staff responsible for the activity (e.g., certified teacher, teacher aide, counselor, volunteer, contractor)
- Staff to student ratios (volunteer cannot be considered in the ratios)
- How often and for how long the activity will typically be offered
- Programs proposing to serve a wide range of grades must identify what activities will be offered to each grade range.

#### **Academic Enrichment Activities**

- **Homework Help**  
Describe whether the program will provide homework help and support. Describe what strategies will be used to coordinate homework activities with the regular school day teachers. Describe what strategies will be used to engage those students that do not have homework on a particular day.
- **Academic Enrichment**  
Describe each activity to be provided. Programs are encouraged to develop their academic enrichment plan using the Approved Program Activities identified in Section 2.2 of the RFP. 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.

#### **Other Enrichment Activities**

Identify and describe what enrichment activities will be included as part of the program plan. Programs are encouraged to develop their enrichment plan using the Approved Program Activities identified in Section 2.2 of the RFP, where possible. Describe how these activities support the students' success and designed to meet the needs identified in the Needs Assessment.

Programs selecting to provide specialized services to high school students must describe those services in detail including the type of services, how those will be offered, how often and by whom. The narrative must clearly identify how these services support the objectives of the program.

Include a “day in the afterschool program” description. This narrative should describe what a student will experience from the bell-time at the end of the school day to the time he or she leaves the proposed program 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.

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

Complete a Center 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) centers.

**Applications that include summer only programs will not be considered.**

### **Review Criteria**

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

- *the activities clearly support the goals and objectives of the program*
- *the plan includes a variety of activities likely to support the objectives of the program*
- *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 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**

Refer to Section 2.9. Describe how the 21<sup>st</sup> CCLC program will provide services to the adult family members of participating students. Describe how the proposed activities are in line with the needs identified during the Needs Assessment. For each activity the applicant must identify:

- Lead staff responsible for the activity (e.g., certified teacher, teacher aide, counselor, volunteer, contractor)
- How often and for how long the activity will be offered
- Programs proposing to serve a wide range of grades must identify whether the activities will be tailor to the adult family members according to the grade of their student participant

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

Include a schedule of Adult Family Member activities that includes the name of the activity, proposed dates, length of the activity, and identifies who will lead the activity (e.g., contractor, 21<sup>st</sup> CCLC staff, school staff) in the attachments.

Complete the “Adult Family Member Services” section of the Center 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****Staffing Plan**

Describe how the 21<sup>st</sup> CCLC program will be staffed to achieve both the program and administrative duties. Discuss staff qualifications, certifications, and experience, and how these support the program goals and objectives. If applicable, explain which tasks will be completed by applicant staff versus contractors. Applicants must disclose all familial relationships in their staff and contractors working with the 21<sup>st</sup> CCLC program.

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

**Include organizational charts:**

- For the agency, clearly identify where the 21<sup>st</sup> CCLC program be housed within the organization.
- For the proposed 21<sup>st</sup> CCLC program, identify the reporting structure and the staff carrying out the required functions identified in Section 2.10.

**Professional Development**

Describe the professional development plan for the 21<sup>st</sup> CCLC staff including how the training needs will be identified and met through the program years. Identify the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities.

**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 Center(s)****Instructions**

Describe the facility(ies) where the proposed 21<sup>st</sup> CCLC program will 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 students' 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), 21<sup>st</sup> CCLC students must be able to travel safely to and from the program site and home. Student safety is paramount to FDOE and 21<sup>st</sup> CCLC programs must be designed and delivered in a manner that safeguards students.

### **Instructions**

#### **Student Safety**

Describe what processes will be in place to ensure student safety including appropriate supervision, staff screening, qualifications and professional development activities. 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.

#### **Student Transportation**

Describe how the students will travel from the school to the 21<sup>st</sup> CCLC center and from there to their homes.

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, trained and screened.

If transportation is not provided, indicate how students are accessing the program and going home. Include a description of how the program will ensure student safety and continue to operate the scheduled number of hours during the fall and 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*
- *supervision of students is appropriate for the proposed activities and students*
- *the transportation plan is appropriate for the targeted students*

- *the transportation plan supports the attendance goals of the program*

#### **5.6.h Dissemination Plan**

##### **Instructions**

Describe how the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program.

Describe the plan to design, launch and maintain a 21<sup>st</sup> 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**

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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 21<sup>st</sup> 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](http://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 21<sup>st</sup> 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 21<sup>st</sup> 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**

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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. Applicants that do not submit documentary evidence supporting the application qualifies for Priority Points will not be awarded Priority Points.

### **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
1.a. All the targeted schools earned a grade of D or F as defined by the 2015-16 approved school grading formula <b>and</b> over 80% of the student body receives free/reduced priced meals	5 points
1.b. In all the targeted schools, over 80% of the student body receives free/reduced price meals	3 points
1.c. 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 in Differentiated Accountability (DA) category of "Priority" for 2016-17.

The latest listing of DA schools can be found at on the Florida Department of Education's Bureau of School Improvement web page at <https://www.floridacims.org/downloads?category=da-lists>.

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 that clearly details the contribution of each partner.

**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.*

**Priority 4: Evidence that the application targets schools in the following underserved (only one program) districts. (5 points)**

Applications that include services only in the following Florida counties. These counties will have only one 21<sup>st</sup> CCLC program operating during the 2016-17 program year.

Bradford	Gulf	Manatee	Suwanee
Clay	Hillsborough	Monroe	Taylor
Columbia	Holmes	Okaloosa	Wakulla
Flagler	Indian River	Sarasota	
Gilchrist	Lake	Sumter	

**Review Criteria**

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

**Section 8: Proposal Submittal Requirements**

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**8.1 Web-based System**

Florida’s 21<sup>st</sup> 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.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>.

Applicants must register as a user on the 21<sup>st</sup> 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. Organizations that file a Notice of Intent to Apply, and then decide not to submit an application, will not be penalized and will be able to fully participate in any future funding opportunities.

### **The Notice of Intent-to-Apply is due March 4, 2016.**

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 21<sup>st</sup> 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](mailto: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 email, fax message or phone call to:

Ive B. Vintimilla, State Director 21<sup>st</sup> CCLC

Phone: 850-245-0852

Fax: 850-245-0849

[21stCCLCRFP@fldoe.org](mailto:21stCCLCRFP@fldoe.org)

### **The last day to submit questions is March 11, 2016.**

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 21<sup>st</sup> CCLC centers
- 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. EST on the RFP due date. All originally signed hard copies are due in the Office of Grants Management at 5:00 p.m. EST 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><b>1. DOE 100A Application Form</b> 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"> <li>• Requires original signature:               <ul style="list-style-type: none"> <li>– Electronic signatures are not acceptable</li> <li>– Stamp signatures are not acceptable</li> <li>– 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.</li> </ul> </li> <li>– Submit original to FDOE Office of Grants Management</li> </ul>	<p>Paper Format</p>
<p><b>2. GEPA Statement</b> 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"> <li>• No page limit</li> <li>• Requires original signature:               <ul style="list-style-type: none"> <li>– Electronic signatures are not acceptable</li> <li>– Stamp signatures are not acceptable</li> <li>– 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.</li> </ul> </li> <li>• Submit original to FDOE Office of Grants Management</li> </ul>	<p>Paper Format</p>

Form	Description and Requirements	Submission
<b>3. General Assurances for Participation in Federal and State Programs</b> bearing the <u>original signature of the Superintendent for the school district or the agency head</u> , preferably in blue ink.	<ul style="list-style-type: none"> <li>• See section 1.12 for submission requirements</li> <li>• Download from web-based system</li> <li>• Review and sign             <ul style="list-style-type: none"> <li>– Electronic signatures are not acceptable</li> <li>– Stamp signatures are not acceptable</li> <li>– 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.</li> </ul> </li> <li>• Submit original to FDOE Office of Grants Management</li> </ul>	Paper Format
<b>4. 21<sup>st</sup> CCLC Subrecipient Assurances</b> bearing the <u>original signature of the Superintendent for the school district or the agency head</u> for other agencies preferably in blue ink.	<ul style="list-style-type: none"> <li>• Download from the web-based system</li> <li>• Review</li> <li>• Initial each page and sign on last page             <ul style="list-style-type: none"> <li>– Electronic signatures are not acceptable</li> <li>– Stamp signatures are not acceptable</li> <li>– 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.</li> </ul> </li> <li>• Submit original to FDOE Office of Grants Management</li> </ul>	Paper Format
<b>5. DOE101S, Budget Narrative</b>	<ul style="list-style-type: none"> <li>• Download DOE101S Form</li> <li>• No page limit</li> <li>• Upload in Excel format to the web-based system</li> </ul>	Electronic Upload
<b>6. Scope of Work Narrative</b>	<ul style="list-style-type: none"> <li>• 25 page limit             <ul style="list-style-type: none"> <li>– Arial, 11 point</li> <li>– One (1) inch margins on all sides</li> <li>– Double spacing</li> <li>– Single-sided pages</li> </ul> </li> <li>• Upload in Word format to the web-based system</li> </ul>	Electronic Upload
<b>7. Collaboration with Private Schools</b>	<ul style="list-style-type: none"> <li>• Download Form</li> <li>• No page limit</li> <li>• Upload in Word format to the web-based system</li> </ul>	Electronic Upload
<b>8. Objectives Table</b>	<ul style="list-style-type: none"> <li>• No page limit</li> <li>• Complete information on web-based system</li> </ul> <p>Table can be printed for your records.</p>	Completed on web-based RFP System

Form	Description and Requirements	Submission
<b>9. Site Profile(s)</b>	<ul style="list-style-type: none"> <li>• One form per site</li> <li>• No page limit</li> <li>• Complete information on web-based system</li> </ul> <p>Table can be printed for your records.</p>	Completed on web-based RFP System
<b>10. Priority Preference Form</b>	<ul style="list-style-type: none"> <li>• Complete on web-based system</li> <li>• Upload support documentation</li> </ul>	Completed on web-based RFP System
<b>11. Attachments</b> <ul style="list-style-type: none"> <li>– Agency-wide Organizational Chart</li> <li>– Proposed 21<sup>st</sup> CCLC Program Organizational Chart</li> <li>– Childcare License(s)</li> <li>– Sample Afterschool Schedule</li> <li>– Sample Summer Schedule</li> <li>– Partners Table</li> <li>– Letters of Commitment</li> <li>– Cost Analysis (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• No page limit</li> <li>• Upload in readable format to the RFP web-based system</li> <li>• As applicable</li> </ul>	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 form, 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 21<sup>st</sup> 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 21<sup>st</sup> 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.**

**Applications 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: 2016-17 Deliverables and Financial Consequences

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### Deliverables

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The applicants will implement the Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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, 2016 – July 31, 2017.

The purposes of the 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs.

To accomplish these purposes, 21<sup>st</sup> CCLC subrecipients must provide a range of high-quality, problem/program 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

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- 2016-17 21<sup>st</sup> CCLC Request for Proposals
- Approved Application Scope of Work Narrative
- Approved Application Site Profile Worksheet

### Financial Consequences

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The Uniform Grant Guidance, 2 C.F.R. Part 200.338. Remedies for noncompliance, indicates:

“If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions, as described in §200.207 Specific conditions. If the Federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:

- (a) Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- (b) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- (c) Wholly or partly suspend or terminate the Federal award.



- (d) Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- (e) Withhold further Federal awards for the project or program.
- (f) 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, 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 do not achieve a minimum average daily attendance for student services of 95 percent of the proposed target by February 28, 2017, 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, 2017, 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 five (5) 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 21<sup>st</sup> CCLC program office. This includes all data whether required by the FDOE or as part of the USED data reporting requirements.
- 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 five (5) percent per occurrence or 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC Request for Proposals.

Deliverable Due Date	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Sep. 15, 2016		<p data-bbox="478 207 737 235"><b>August 1 – 30, 2016</b></p> <p data-bbox="478 269 1129 358">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 data-bbox="489 363 1140 453" style="list-style-type: none"> <li>- 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).</li> </ul> <table border="1" data-bbox="499 483 1142 704"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <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	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p data-bbox="1188 207 1990 266"><b>All applicants must submit the following source documentation on a monthly basis:</b></p> <ul data-bbox="1188 272 1990 467" style="list-style-type: none"> <li>• Evidence of implementation of academic and personal enrichment activities.</li> <li>• Student Sign-In/Sign-Out Sheets</li> <li>• Web-based monthly Attendance Submission (each site) <ul style="list-style-type: none"> <li>- If there are no student services in August, submit Subgrant Activity Report</li> </ul> </li> </ul> <p data-bbox="1188 496 1961 555"><b>In addition to the items above, all applicants must submit the following:</b></p> <ul data-bbox="1188 561 1976 782" style="list-style-type: none"> <li>• Documentation of meeting Supplemental Snacks/Meals Requirement</li> <li>• Orientation/Professional Development (new and/or existing Staff)</li> <li>• Affidavit (letter) outlining screening and training of all staff and volunteers</li> <li>• Monitoring and Quality Improvement Tool (MQIT) Electronic Submission</li> </ul> <p data-bbox="1188 818 1948 876"><b>In addition to tasks listed above, agencies exempt from DCF licensing must also submit:</b></p> <ul data-bbox="1188 883 2001 1013" style="list-style-type: none"> <li>• Florida Department of Health (DOH) food/sanitation Certificate</li> <li>• A copy of the current and approved annual fire inspection report by a certified fire inspector (or exemption)</li> <li>• Occupant load certificate</li> </ul>
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Deliverable	Method of Payment	Deliverables	Performance Metric Documentation to Evidence the Completion of Tasks																		
Oct. 15, 2016		<p><b>September 1 – 30, 2016</b></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"> <li>– 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).</li> </ul> <table border="1" data-bbox="499 451 1144 670"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <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	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><b>All applicants must submit the following source documentation on a monthly basis:</b></p> <ul style="list-style-type: none"> <li>• Evidence of implementation of academic and personal enrichment activities.</li> <li>• Student Sign-In/Sign-Out Sheets</li> <li>• Web-based Monthly Attendance Submission (each site)</li> </ul> <p><b>In addition to the items above, all applicants must submit the following:</b></p> <ul style="list-style-type: none"> <li>• Website and documentation supporting the dissemination of information about the 21st CCLC program</li> <li>• Baseline Data</li> </ul>
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Nov. 15, 2016		<p><b>October 1 – 31, 2016</b></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"> <li>– 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).</li> </ul> <table border="1" data-bbox="499 1011 1144 1230"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <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	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><b>All applicants must submit the following source documentation on a monthly basis:</b></p> <ul style="list-style-type: none"> <li>• Evidence of implementation of academic and personal enrichment activities.</li> <li>• Student Sign-In/Sign-Out Sheets</li> <li>• Web-based Monthly Attendance Submission (each site)</li> </ul> <p><b>In addition to the items above, all applicants must submit the following:</b></p> <ul style="list-style-type: none"> <li>• Documentation indicating the required program attendance policies (Program Handbook)</li> <li>• Documentation of Florida Certified Teachers</li> </ul>
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Feb. 15, 2017		<p><b>January 1 – 31, 2017</b></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"> <li>– 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).</li> </ul> <table border="1" data-bbox="499 448 1142 669"> <thead> <tr> <th>Component</th> <th>Number of Participants</th> <th>Number of Days/Activities</th> </tr> </thead> <tbody> <tr> <td>Before School</td> <td></td> <td></td> </tr> <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	Before School			After school			Weekend/Holidays			Summer			Family Activities			<p><b>All applicants must submit the following source documentation on a monthly basis:</b></p> <ul style="list-style-type: none"> <li>• Evidence of implementation of academic and personal enrichment activities.</li> <li>• Student Sign-In/Sign-Out Sheets</li> <li>• Web-based Monthly Attendance Submission (each site)</li> </ul> <p><b>In addition to the items above, all applicants must submit the following:</b></p> <ul style="list-style-type: none"> <li>• Mid-Year Data</li> <li>• Mid-Year Data Report</li> <li>• Analysis of Year-to-Date Expenditures</li> </ul>
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